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ABSTRACT

Designed and programmed by the staff of the Courseware and Curriculum Applications (CCA) Group (a unit of the Computer-Based Education Research Laboratory at the University of Illinois at Urbana-Champaign), this instructor's guide describes a computer-based reading comprehension curriculum designed for adults and adolescents who read at the intermediate fourth through eighth grade level. The guide, divided into eight units, consists of three strands of lessons: "Reading Comprehension" (20 lessons organized into skill-learning tracks, formats, and tasks, which focus on skills needed in reading for information and facts), "Pacer Passages" (13 lessons containing from two to five reading passages) and "Finding the Main Idea" (20 lessons). Each of the lessons in the guide gives the lesson's file name, authors, and author affiliation; describes lesson objectives, the lesson, and interactions; and notes suggested supplemental offline materials (SRA Reading Lab IIIa), the intended audience, completion time, and associated lessons. An appendix lists files. (SR)

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ED319011

Instructor's Guide

CCA Basic Skills

READING COMPREHENSION

Curriculum

Courseware & Curriculum Applications
Computer-based Education Research Laboratory
University of Illinois at Urbana-Champaign

April 1990

CS010064

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INSTRUCTOR'S GUIDE TO THE CCA BASIC SKILLS READING COMPREHENSION CURRICULUM

April 1990

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PREFACE

The *CCA Basic Skills Reading Comprehension Curriculum*, a computer-based educational program, was designed and programmed by the staff of the Courseware & Curriculum Applications (CCA) Group, a unit of the Computer-based Education Research Laboratory (CERL) of the University of Illinois at Urbana-Champaign.

The curriculum, divided into eight units, consists of three strands of lessons: *Reading Comprehension* (20 lessons), *Pacer Passages* (13 lessons), and *Finding the Main Idea* (20 lessons).

Reading Comprehension Lessons

The computer-based reading comprehension program, designed for adolescents and adults who read at the intermediate 4th through 8th grade level, focuses on the comprehension skills that they need to be able to read for information and ideas.

The instructional strategies used to develop the reading comprehension lessons differ sharply from the more standard information processing or psycholinguistic models of comprehension. The approach does not focus on global skills (recall, interpretation, extrapolation, or evaluation), nor does the approach focus on psychological or underlying processes of comprehension. Instead, the approach is logical and analytical. The reading program progresses from comprehension of sentences to comprehension of paragraphs. Covert comprehension operations are made overt. Basic strategies are taught, practiced, and reviewed.

Each of the 20 reading comprehension lessons is organized into *skill-learning tracks*, *formats*, and *tasks*.

Tracks. A skill-learning track is the carefully programmed development of a major skill. The lessons emphasize two major tracks: information finding and paraphrase. The relationship between these tracks is controlled, so that learning in one track contributes to learning in the other track. Learned skills are continually reviewed in the lessons.

Formats. A format, one part in the programming of a skill in a given track, is a pattern of teaching steps repeated in a number of successive lessons. For example, one format teaches students to answer *who* questions on successively more difficult levels over consecutive lessons before it is phased out. As a skill track develops, changes from format to format reflect a progression from *cued* tasks (with help) to *uncued* tasks (with no help).

Tasks. A task is created by inserting new examples (e.g., different sentences and questions) into a format pattern. Tasks are presented in order. Not all tasks from a major skill track appear together in one lesson. Tasks from various skill tracks are interspersed throughout lessons, so that students can review skills they have mastered, while they practice a new skill being presented.

Corrective Feedback. A unique feature of the reading comprehension lessons is that they are mastery-based, and students answering items cannot undertake the next item until they understand and master the learning skill being taught. If students make an error, the corrective feedback feature becomes operant. After they review a missed item, students are presented with new items teaching the same concept, which recur at increasing intervals throughout the lesson. The new items are variations of the original item. Until they have mastered all the learning skills presented in a lesson, students cannot proceed to the next lesson.

Lesson Content and Methodology. The lessons contain exercises, in which students underline the part of a sentence that answers *who*, *what*, *when*, *where*, and other similar questions. They determine if a sentence does or does not tell the answer to a question, and determine what the boxed part of a sentence tells. Students answer direct questions presented before or after passages. They learn to build simple and complex paraphrases, to create a sentence that is a paraphrase of a presented sentence, to select from four sentences the one that is a paraphrase of a passage, and to underline in long passages paraphrases of sentences presented after the passages.

Pacer Passages I-XIII

The thirteen *Pacer Passages* are a series of reading passages designed to improve adolescents' and adults' reading comprehension, to help them learn new facts, to give them practice in answering questions on the facts, and to increase their reading speed.

Lesson Content and Methodology. Each of the *Pacer Passages* lessons contains from two to five reading comprehension passages. The subject content, grammatical construction, and vocabulary in the lessons become more complex as students proceed from *Pacer Passage I* through *Pacer Passage XIII.*

Students may find the lesson content interesting as well as instructive, for the passages include various stories related to science, social studies, and language arts. They will read, for example, biographical sketches of famous people; excerpts from the U.S. Constitution; facts about nature, animals, medicine, and scientific discoveries; poetry; newspaper reports; and human interest stories.

Students read a passage, a sentence at a time, and answer questions based on the content. After they read all the passages in a lesson, graphs on the computer screen indicate how many words they read each passage per minutes, how long they spent reading each passage, and the percentage of correct answers. They are encouraged to re-read the passages to increase their comprehension and reading fluency.

Finding the Main Idea Lessons

The instructional interventions employed in the 20 *Finding the Main Idea* lessons were based upon research in cognitive psychology and task analysis. The classification strategy teaches students to classify words, phrases, and sentences under appropriate topics. The main idea strategy teaches students to identify the main idea of expository passages, and teaches them the metacognitive skills for checking the appropriateness of the main idea hypotheses.

Lesson Content and Methodology. Classification skills instruction is introduced first in the series of lessons, since learning to classify words, phrases, and sentences and finding the topic of a number of sentences are preliminary subskills for learning to identify the main idea of a passage.

Tasks include classifying words, phrases, and sentences under appropriate topics, using superordinate terms for a list of specifics, determining which of two words or two sentences is more specific or more general, and identifying the topics of passages.

The tasks are sequenced, so that there is a progression from word level comprehension to sentence level and paragraph level comprehension. This enables students to generalize the pattern of relationships among the ideas, whether they are represented by words, phrases, sentences, or paragraphs.

When students master classification skills, they receive explicit instruction in strategies for identifying the main idea of a passage. They receive instruction and practice on the metacognitive skills of hypothesis testing, and self-testing and regulation during the use of the main idea strategies.

In tasks, students determine the subject of each sentence in a passage, and through this sentence-by-sentence analysis, identify which subject was most frequently referred to in the passage. They generate hypotheses in terms of one-sentence summaries that tell what a passage is about, and they hypothesize by selecting from four alternatives the sentence that best describes the main idea of a passage.

Playing a two-part game, "Best Guess" and "All Or None," is a feature of *Finding the Main Idea* lessons that students will enjoy.

Special Notes to Teachers

Supplemental Learning Materials. The designers of the lessons suggest that teachers implement *Science Research Associates (SRA) Reading Lab IIIa* materials to supplement the *CCA Basic Skills Reading Comprehension Curriculum.* To order materials, write or call:

Science Research Associates, Inc.
155 North Wacker Drive
Chicago, Illinois 60606
Toll free: (800) 621-0476

Reference: SRA 1989 School Catalog
Order No. 3-9510
Reading Laboratory 3a (1985)
Price: $285

The pre- and posttests assume that offline materials are used with the NovaNET lessons. At the end of each lesson description in this documentation, you will find which sections of the SRA materials to use with that lesson. You may also wish to use other offline materials that relate to the subject content of the lessons.

Lesson Completion Time. Estimated completion times may be found at the end of each lesson. Since students undertake the *CCA Basic Skills Reading Comprehension Curriculum* with varying degrees of proficiency and skill, you should be aware that suggested times of completions are *estimations*. Students should be allowed, while working in the lessons, to pace themselves according to their individual reading abilities.

Conclusion

The staff of the Courseware & Curriculum Applications Group thank you for reading this instructor's guide. We hope that you will find it useful. We wish you success with your mission of teaching adolescent and adult learners to combat illiteracy. You may be interest in other instructor's guides written for the basic skills series, or in guides containing curricula for high school students:

Instructor's Guide to the CCA Basic Skills Mathematics Curriculum
Instructor's Guide to the CCA Basic Skills Language Arts Curriculum
Instructor's Guide to the CCA Basic Skills Spelling Curriculum
Instructor's Guide to the CCA High School Social Science Curricula:
  U.S. Government, U.S. History, and Economics
Instructor's Guide to the CCA High School Science Curricula:
  Earth Science, Biology, and Physical Science

Guides in press:

Instructor's Guide to the CCA High School Mathematics Curricula:
  General Mathematics, Pre-Algebra, Algebra I, Algebra II, and Calculus
Instructor's Guide to the CCA High School English Curricula:
  English I - III, Study Skills, and Thinking Skills

Acknowledgement

Joan Phebus formatted and printed this documentation guide. We thank her for her excellent skills and careful attention to detail.

Unit 1

Reading Level A

Objectives Students who master Unit 1, Reading Level A will learn and assimilate new facts, widen their vocabulary, and will read with increased comprehension and fluency. They will learn:

- to find and underline the part of a sentence that tells the answer to the questions: *who*, *whose*, *to whom*, *for whom*, *what*, *what kind of*, *what did someone/something do*, *when*, *where*, and *why*;
- to answer "Does the sentence tell...?" by determining whether a sentence does or does not tell the answer to a particular question;
- to answer, "What does the boxed part tell?" by reading a passage with a boxed word or phrase and selecting from several choices the answer to what the boxed part tells;
- to increase reading comprehension and fluency;
- to build vocabulary;
- to learn and assimilate new facts;
- to match and classify words;
- to classify specific words under general classes; and
- to identify the topic of a number of sentences.

Lessons

- Reading Comprehension I, Lesson 1
- Reading Comprehension I, Lesson 2
- Reading Comprehension I, Lesson 3
- Pacer Passages I
- Finding the Main Idea, Lesson 1
- Finding the Main Idea, Lesson 2

Offline Materials

- SRA Reading Lab IIIa: SRA Rate Builders (Blue Level)

Students must score at least five out of six on ten different passages.

Lesson

Reading Comprehension I: Lesson 1

File *reading1*

Authors

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Author Affiliation

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University of Illinois at Urbana-Champaign

Objectives

- To "Underline the part that tells....." i.e., to find and underline the part of a sentence that tells the answer to the questions: *who*, *whose*, *when*, *where*, and *what kind of*.
- To answer, "Does this sentence tell...?" i.e., to distinguish whether a sentence does or does not tell the answer to a particular question.
- To find and underline information in a sentence that tells the answer to a question and is also an adverbial phrase.
- To find and underline information in a sentence that tells the answer to a question and is also a noun used as the subject of the sentence or is an adjective that modifies a noun.
- To discriminate between two nouns used as subjects of compound and complex sentences.

Description

In this lesson, students read a one- or two-sentence item and answer *who, whose, when, where, and what kind of* questions based on the item. Students are unaware of the grammatical constructions involved in their responses. They simply find information.

Part 1: "Underline the part that tells...." (ten cued items). Students are presented with a sentence and asked to underline the part that tells the answer to a question. The question and the sentence item are worded exactly the same (see Figure 1-a).

Students press NEXT, and a line is automatically drawn under parts of the sentence one phrase at a time. Figure 1-b illustrates an error; Figure 1-c demonstrates the syntactic relationship between the question and the answer; and Figure 1-d shows a correct response.

When students make a discrimination error, additional items are automatically inserted into the lesson based on the error. Succeeding items are changed slightly; e.g., *Benjamin Franklin* will be changed to *an American*, *an inventor*, *an American scientist*, or *a famous political figure*.

Students find and underline common and proper nouns that answer *who*? and *whose*? and are subjects of simple sentences, and find and underline adjectives that are noun modifiers answering *what kind of*?

"Does this sentence tell...?" (six cued items). Students decide whether the sentence does or does not answer a particular question. The sentence contains the exact words of the question. Selections answer *what* or *what kind of* questions.

Students answer, "Yes" or "No," and if the correct answer is "Yes," they underline the part of the sentence that tells the answer. If the answer is "No," they proceed to the next item.

Figures 2-a and 2-b show a correct response and feedback; Figures 2-c and 2-d demonstrate an incorrect response and feedback.

Part 2: "Underline the part that tells...." (eight cued items). Students find and underline adverbial phrases in simple, compound, and complex sentences that answer *when*? and *where*?

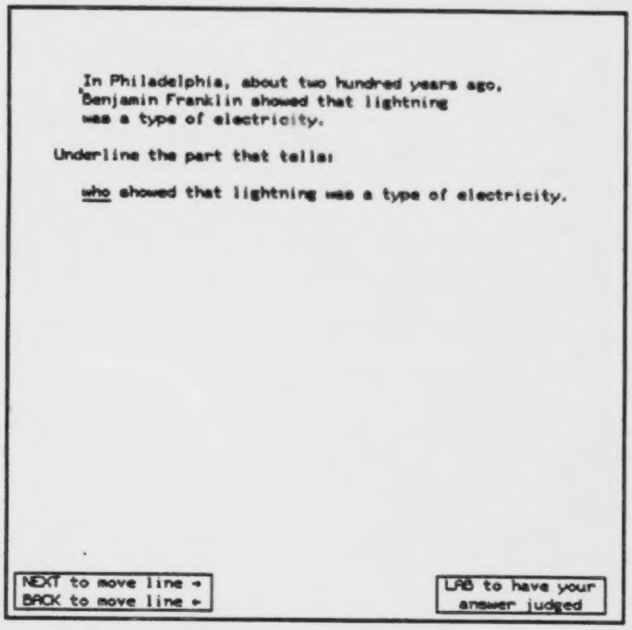
"Does this sentence tell...?" (ten cued items). Selections answer *when* or *where* questions. Students answer "Yes/No" to, e.g., "Does this sentence tell when the cotton gin was invented?"

Students discriminate between subjects and adverbial phrases in compound and complex sentences.

Interaction

- Press *y* for "Yes," *n* for "No," or touch Yes/No boxes on screen (if a Touch Panel is available).
- If an error occurs, the selected wrong word appears in a box and is linked to the correct word boxed in the same sentence below.
- Corrective Feedback Paradigm (CFP): After reviewing a missed item, new items teaching the same concept recur at increasing intervals ensuring students master the concept. The new items are variations of the original item.
- The reading comprehension items are mastery-based, and students cannot undertake the next item until they understand and master each teaching concept.
- Response feedback to correct and incorrect answers is encouraging.
- A message at the bottom of the screen indicates the percent of lesson completed.

Offline Materials	SRA Reading Lab IIIa: SRA Rate Builders (Blue Level)
Intended Audience	Adolescents and adults
Completion Time	30 minutes (self-paced)
Associated Lessons	Reading Comprehension I-IV
Special Note	Touch or mouse input optional

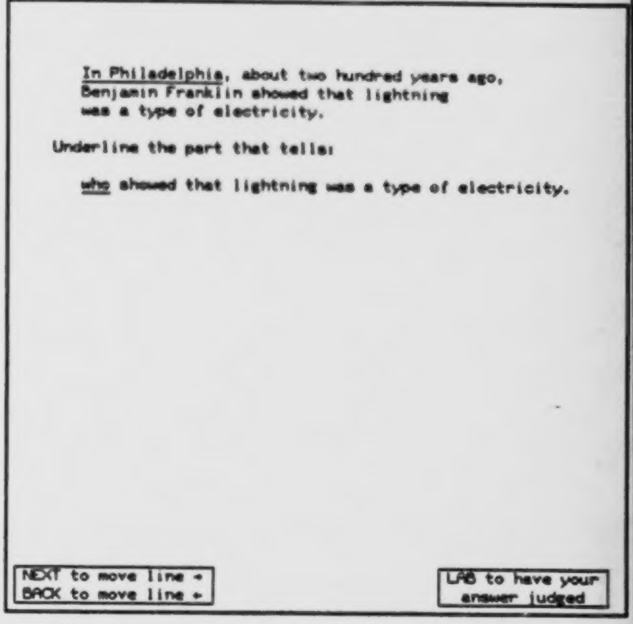


In Philadelphia, about two hundred years ago, Benjamin Franklin showed that lightning was a type of electricity.

Underline the part that tells:

who showed that lightning was a type of electricity.

Figure 1-a

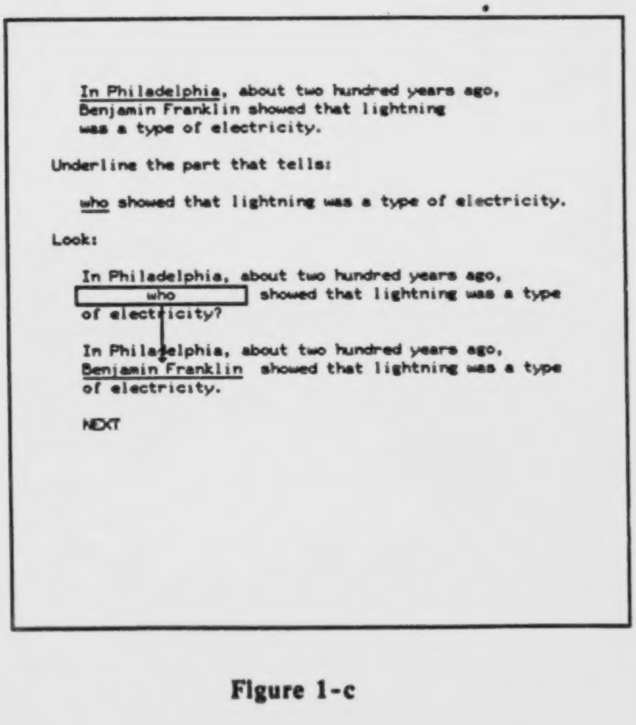


In Philadelphia, about two hundred years ago, Benjamin Franklin showed that lightning was a type of electricity.

Underline the part that tells:

who showed that lightning was a type of electricity.

Figure 1-b



In Philadelphia, about two hundred years ago, Benjamin Franklin showed that lightning was a type of electricity.

Underline the part that tells:

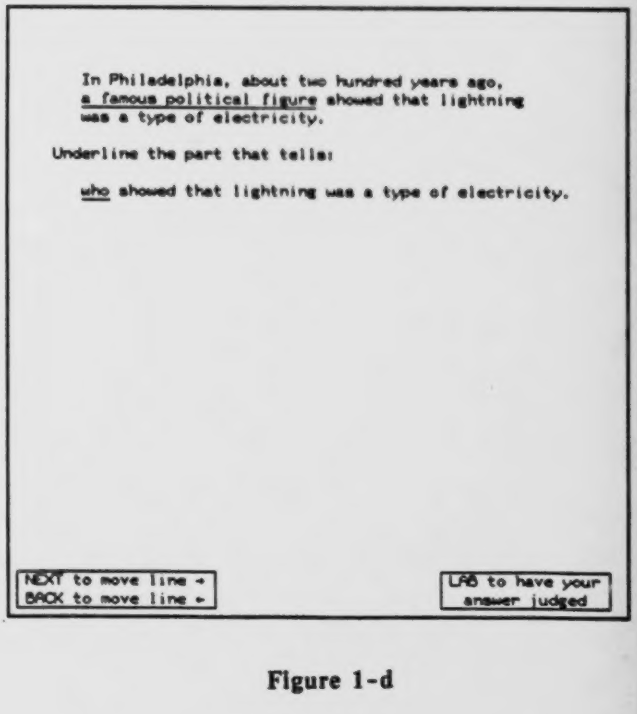
who showed that lightning was a type of electricity.

Look:

In Philadelphia, about two hundred years ago, who showed that lightning was a type of electricity?

In Philadelphia, about two hundred years ago, Benjamin Franklin showed that lightning was a type of electricity.

Figure 1-c

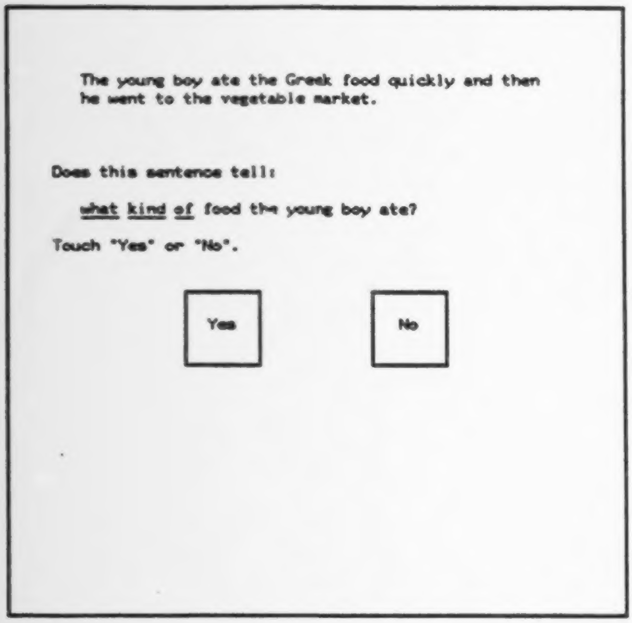


In Philadelphia, about two hundred years ago, a famous political figure showed that lightning was a type of electricity.

Underline the part that tells:

who showed that lightning was a type of electricity.

Figure 1-d



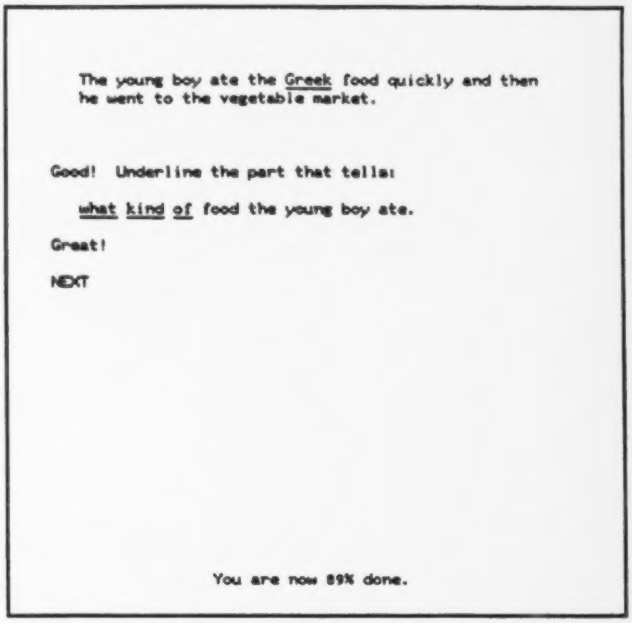
The young boy ate the Greek food quickly and then he went to the vegetable market.

Does this sentence tell:

what kind of food the young boy ate?

Touch "Yes" or "No".

Figure 2-a



The young boy ate the Greek food quickly and then he went to the vegetable market.

Good! Underline the part that tells:

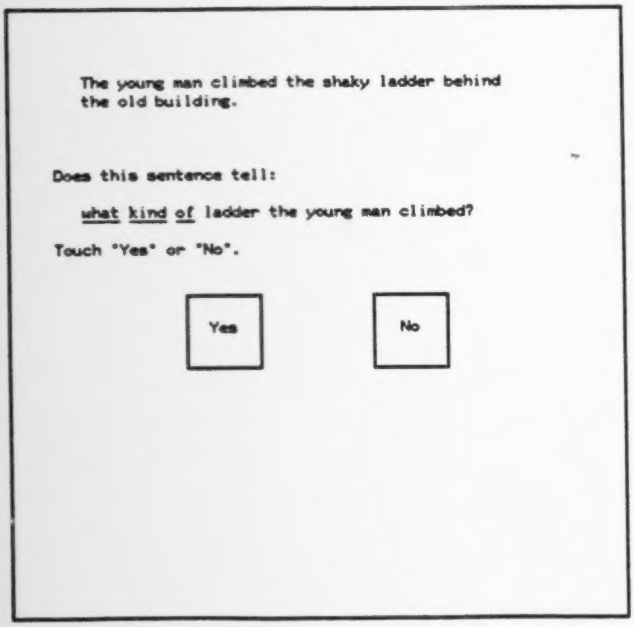
what kind of food the young boy ate.

Great!

NEXT

You are now 89% done.

Figure 2-b



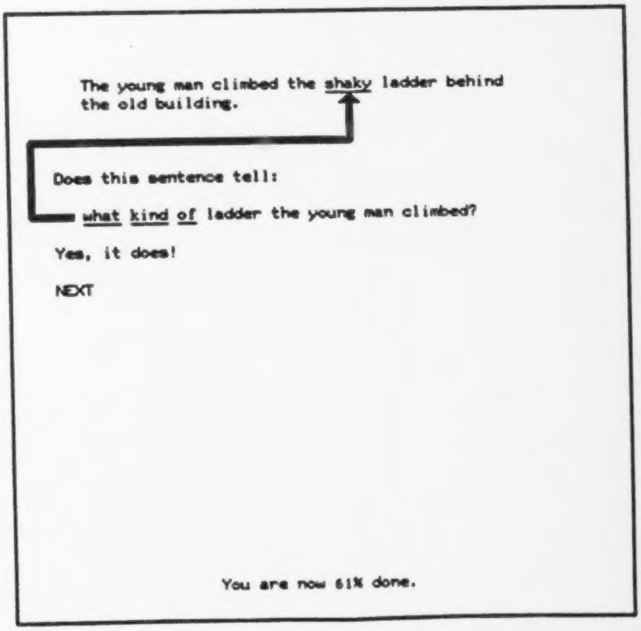
The young man climbed the shaky ladder behind the old building.

Does this sentence tell:

what kind of ladder the young man climbed?

Touch "Yes" or "No".

Figure 2-c



The young man climbed the shaky ladder behind the old building.

Does this sentence tell:

what kind of ladder the young man climbed?

Yes, it does!

NEXT

You are now 61% done.

Figure 2-d

Lesson

Reading Comprehension I: Lesson 2

File *reading1*

Authors

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Objectives

- To "Underline the part that tells...." i.e., to find and underline the part of a sentence that tells the answer to the questions: *who, to whom, for whom, what, what did someone/something do*, and *where.*
- To answer, "Does this sentence tell...?" i.e., to distinguish whether a sentence does or does not tell the answer to a particular question.
- To find and underline information in a sentence that tells the answer to a question and is also a phrase that contains the direct or indirect object of the sentence.
- To find and underline information in a sentence that tells the answer to a question and is also a phrase that contains an object of a preposition.
- To discriminate between two objects or between two indirect objects in the same sentence.

Description

In this lesson, students read a one- or two-sentence item and answer *who, to whom, for whom, what, and where* questions based on the sentence items. Students are unaware of the grammatical constructions involved in their responses. They simply find information.

Part 1: "Underline the part that tells...." (nine cued items). Students are presented with a sentence and asked to underline the part that answers a question or direction. They press NEXT, and a line is automatically drawn under parts of the sentence one phrase at a time. When they make a discrimination error, additional items are automatically inserted into the lesson based on the error.

Figure 1-a illustrates a correct response, and Figures 1-b through 1-e show what happens when a mistake has occurred.

Students find and underline verbs or verb phrases that answer *who*? *what*? or *what did someone/something do*? and are objects of phrases or are direct objects of simple, compound, and complex sentences.

"Does this sentence tell...?" (seven cued items). Students decide whether the sentence does or does not answer a particular question. The sentence does not always contain the exact words of the question.

Selections answer *what did someone/something do* questions. If students answer, "Yes," they are required to underline the part of the sentence that tells the answer.

In Figure 2-a, a student's "No" response is incorrect. See Figure 2-b for a graphic illustration of the feedback of the correct answer.

Part 2: "Underline the part that tells...." (nine cued items). Students find and underline prepositional phrases that answer *where*, *to whom*, *for whom*, *to what* and are prepositional phrases that contain or omit the preposition or are indirect objects of simple, compound, and complex sentences.

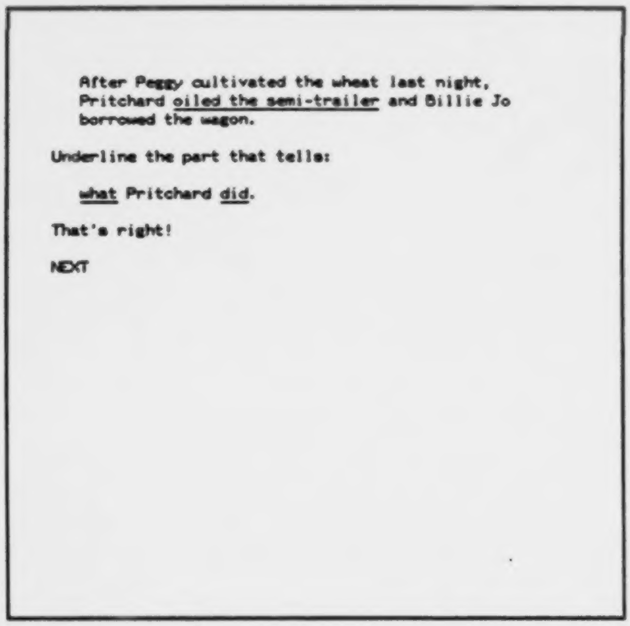
"Does this sentence tell...?" (seven cued items). Students practice this concept and answer questions as they did in Part 1. Selections answer *where*, *to whom*, and *for whom* questions.

Students discriminate between two objects or two indirect objects in the same sentence.

Interaction

- Press *y* for "Yes," *n* for "No," or touch Yes/No boxes on screen (if a Touch Panel is available).
- If an error occurs, the selected wrong word appears in a box and is linked to the correct word boxed in the same sentence below.
- Corrective Feedback Paradigm (CFP): After reviewing a missed item, new items teaching the same concept recur at increasing intervals ensuring students master the concept. The new items are variations of the original item.
- The reading comprehension items are mastery-based, and students cannot undertake the next item until they understand and master each teaching concept.
- Response feedback to correct and incorrect answers is encouraging.
- A message at the bottom of the screen indicates the percent of lesson completed.

Offline Materials	SRA Reading Lab IIIa: SRA Rate Builders (Blue Level)
Intended Audience	Adolescents and adults
Completion Time	30 minutes (self-paced)
Associated Lessons	Reading Comprehension I-IV
Special Note	Touch or mouse input optional



After Peggy cultivated the wheat last night,
Pritchard oiled the semi-trailer and Billie Jo
borrowed the wagon.

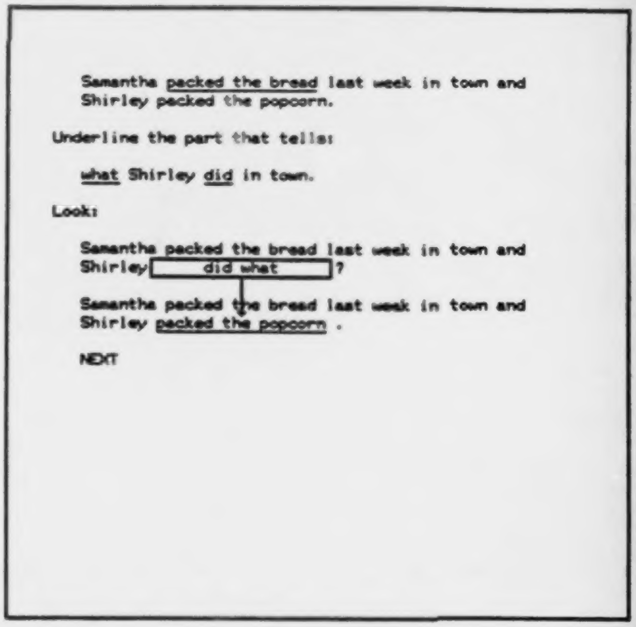
Underline the part that tells:

what Pritchard did.

That's right!

NEXT

Figure 1-a



Samantha packed the bread last week in town and
Shirley packed the popcorn.

Underline the part that tells:

what Shirley did in town.

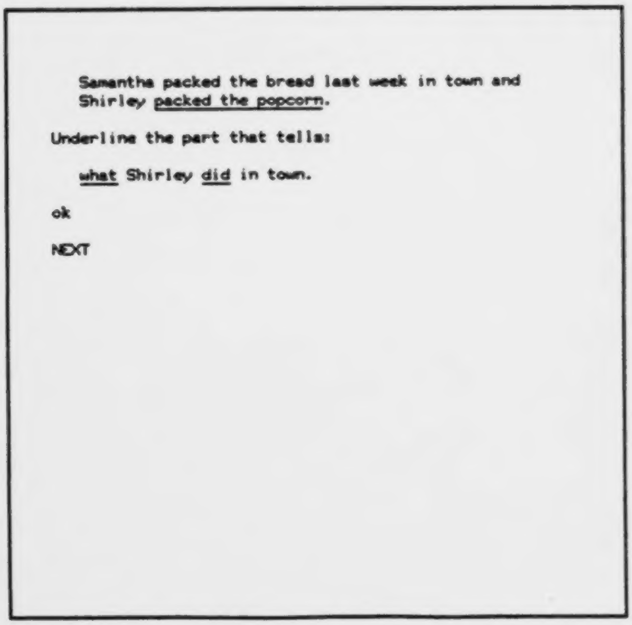
Look:

Samantha packed the bread last week in town and
Shirley did what ?

Samantha packed the bread last week in town and
Shirley packed the popcorn .

NEXT

Figure 1-b



Samantha packed the bread last week in town and
Shirley packed the popcorn.

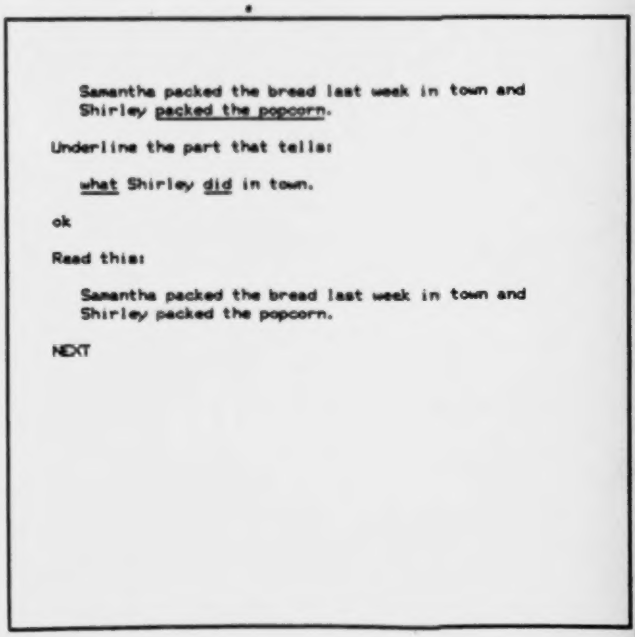
Underline the part that tells:

what Shirley did in town.

ok

NEXT

Figure 1-c



Samantha packed the bread last week in town and
Shirley packed the popcorn.

Underline the part that tells:

what Shirley did in town.

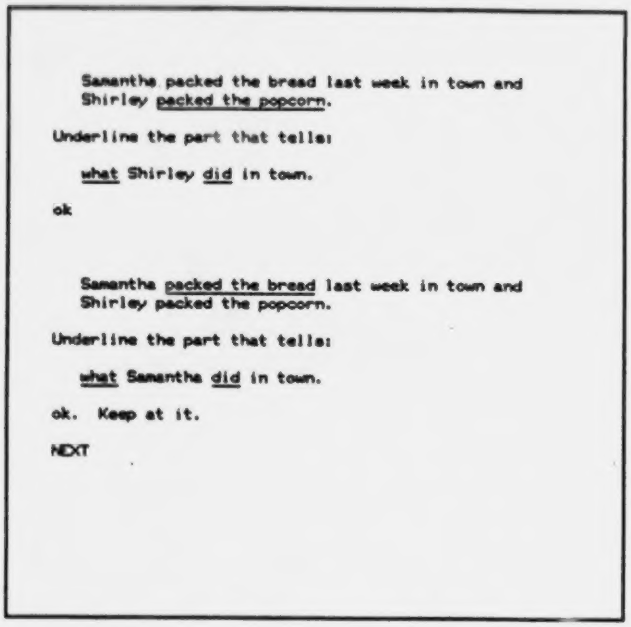
ok

Read this:

Samantha packed the bread last week in town and
Shirley packed the popcorn.

NEXT

Figure 1-d



Samantha packed the bread last week in town and Shirley packed the popcorn.

Underline the part that tells:

what Shirley did in town.

ok

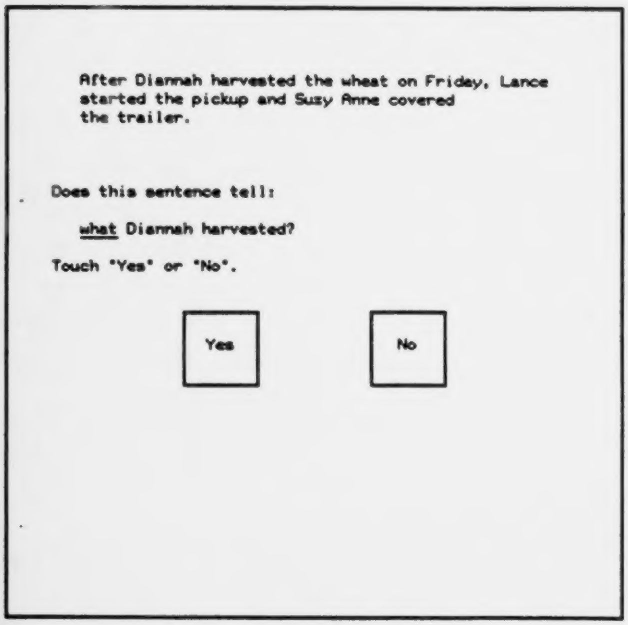
Samantha packed the bread last week in town and Shirley packed the popcorn.

Underline the part that tells:

what Samantha did in town.

ok. Keep at it.

Figure 1-e



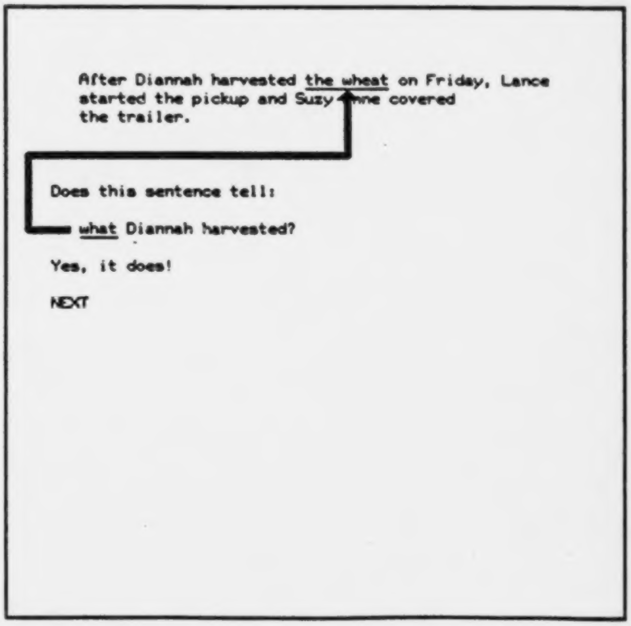
After Diannah harvested the wheat on Friday, Lance started the pickup and Suzy Anne covered the trailer.

Does this sentence tell:

what Diannah harvested?

Touch "Yes" or "No".

Figure 2-a



After Diannah harvested the wheat on Friday, Lance started the pickup and Suzy Anne covered the trailer.

Does this sentence tell:

what Diannah harvested?

Yes, it does!

Figure 2-b

Lesson

Reading Comprehension I: Lesson 3

File *reading1*

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Objectives

- To "Underline the part that tells...." i.e., to find and underline the part of a sentence that tells the answer to the questions: *who*, *whose*, *to whom*, *for whom*, *when*, *what*, *what kind of*, *where*, and *why*.
- To answer, "What does the boxed part tell? i.e., to read a passage with a boxed word or phrase, and to select from several choices what the boxed part tells.
- To answer, "Does this sentence tell...?" i.e., to distinguish whether a sentence does or does not tell the answer to a particular question.
- To find and underline information in a sentence that tells the answer to a question and is also a coordinate clause, a noun phrase, an adverb, or a phrase that contains an indirect object.
- To discriminate between two subjects or two objects or two indirect,objects in the same sentence.

Description

In this lesson, students read a one- or two-sentence item and answer *who, whose, to whom, for whom, when, what, what kind of, where, and why* questions based on the sentence item.

Students are introduced to a new concept, "What does the boxed part tell?"

Part 1: "Underline the part that tells...." (three cued items; six uncued items). Students are presented with a sentence and asked to underline the part that tells the answer to a question or direction. Exact words of the sentence are used in the question.

For cued items, students press NEXT, and a line is automatically drawn under parts of the sentence one phrase at a time. For uncued items, students press *m* to move the cursor to underline parts of the sentence one word at a time (see Figure 1).

When they make a discrimination error, additional items are automatically inserted into the lesson based on the error.

Students find and underline coordinate clauses that answer *why* in complex sentences. They encounter negative questions and nouns in apposition.

Students review what they learned in previous lessons by finding and underlining nouns and noun phrases that answer *who*?

New concept: "What does the boxed part tell?" (three uncued items). Students read a one- or two-sentence item. A box is drawn around one word or phrase of the item, and students select from four choices to answer *who* or *what* questions. Each of the four choices refers to a different phrase in the item (see Figure 2-a for an example.)

If students make an error, they receive a message: "NO. That is not what the BOXED part tells," and a line connects their underlined phrase to its correct answer (see Figure 2-b for an illustration).

When their response is finally correct, a bold, animated line connects their answer to the boxed part of the passage (see Figure 2-c). Additional items are automatically inserted in the lesson based on discrimination errors.

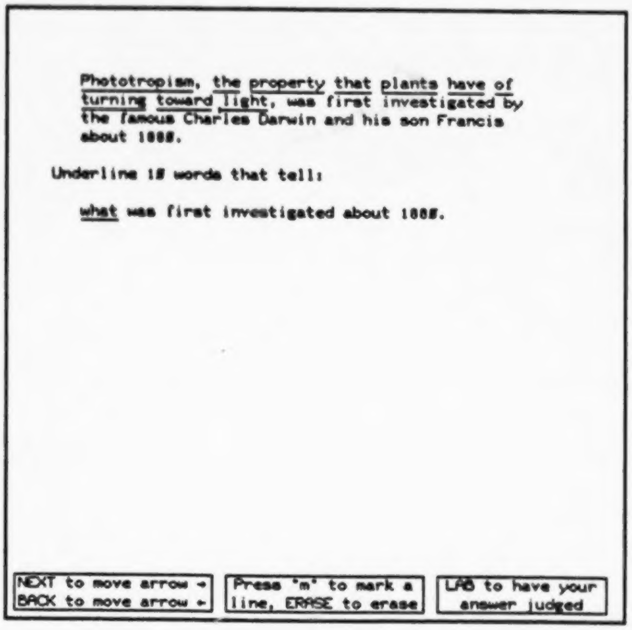
"Does this sentence tell...?" (four cued items). Students decide whether the sentence does or does not answer a particular question. The sentence does not always contain the exact words of the question. Selections answer *why* questions.

Part 2: "Underline the part that tells...." (eight uncued items); and "Does this sentence tell...?" (six cued items). Sentence items include simple, compound, and complex sentences. Students answer *when* and *to whom* questions.

Interaction

- Move arrow forward and back under words, press *m* to underline each word; use erase key to correct error; press Lab to have answer judged.
- If an error occurs, the selected wrong word appears in a box and is linked to the correct word boxed in the same sentence below.
- Press *y* for "Yes," *n* for "No," or touch Yes/No boxes on screen (if a Touch Panel is available).
- Corrective Feedback Paradigm (CFP): After reviewing a missed item, new items teaching the same concept recur at increasing intervals ensuring students master the concept. The new items are variations of the original item.
- The reading comprehension items are mastery-based, and students cannot undertake the next item until they understand and master each teaching concept.
- Response feedback to correct and incorrect answers is encouraging.
- A message at the bottom of the screen indicates the percent of lesson completed.

Offline Materials	SRA Reading Lab IIIa: SRA Rate Builders (Blue Level)
Intended Audience	Adolescents and adults
Completion Time	30 minutes (self-paced)
Associated Lessons	Reading Comprehension I-IV
Special Note	Touch or mouse input optional



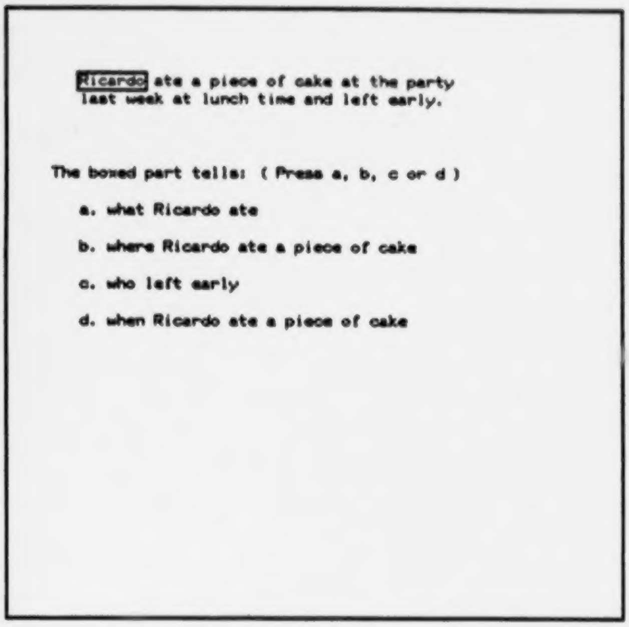
Phototropism, the property that plants have of turning toward light, was first investigated by the famous Charles Darwin and his son Francis about 1880.

Underline 10 words that tell:

what was first investigated about 1880.

NEXT to move arrow →
BACK to move arrow ←
Press 'm' to mark a line, ERASE to erase
LAB to have your answer judged

Figure 1



Ricardo ate a piece of cake at the party
last week at lunch time and left early.

The boxed part tells: (Press a, b, c or d)

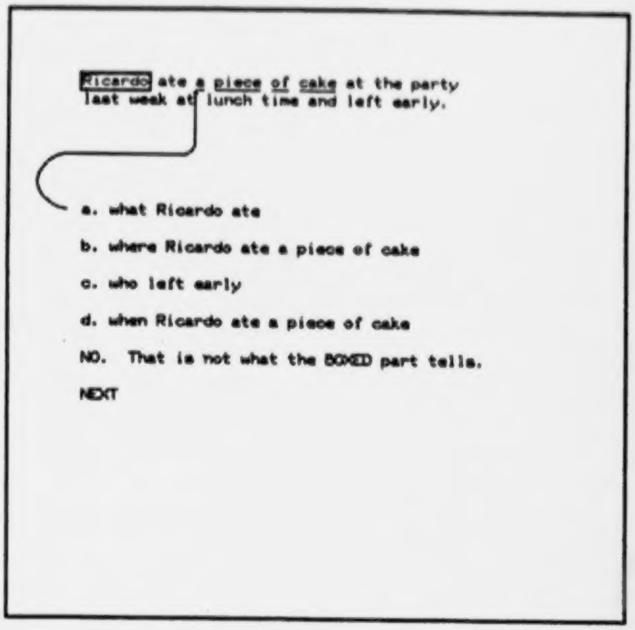
a. what Ricardo ate

b. where Ricardo ate a piece of cake

c. who left early

d. when Ricardo ate a piece of cake

Figure 2-a



Ricardo ate a piece of cake at the party
last week at lunch time and left early.

a. what Ricardo ate

b. where Ricardo ate a piece of cake

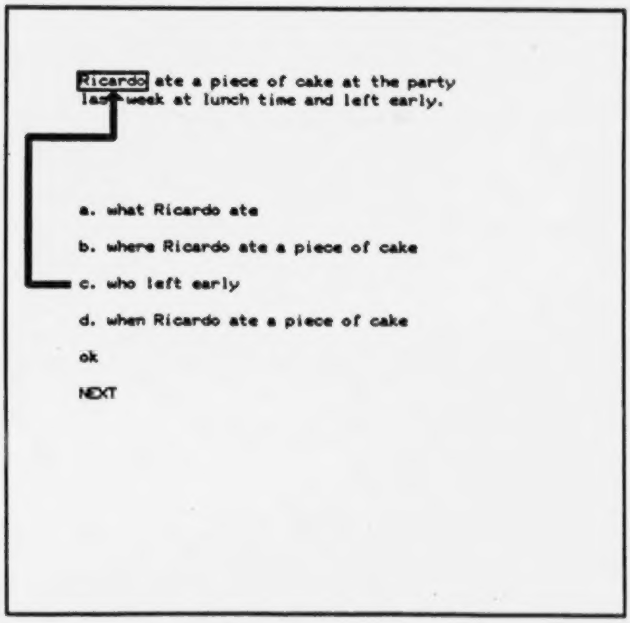
c. who left early

d. when Ricardo ate a piece of cake

NO. That is not what the BOXED part tells.

NEXT

Figure 2-b



Ricardo ate a piece of cake at the party
last week at lunch time and left early.

a. what Ricardo ate

b. where Ricardo ate a piece of cake

c. who left early

d. when Ricardo ate a piece of cake

ok

NEXT

Figure 2-c

Lesson

Pacer Passages I

File *pacer01*

Authors Based on an idea developed by the PLATO Elementary Reading Project at the University of Illinois and adapted by Martin A. Siegel, Elaine C. Bruner, and Bruce M. Maggs.

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Objectives

- To increase reading comprehension and fluency.
- To build vocabulary.
- To learn and assimilate new facts.

Description This four-part lesson consists of reading comprehension passages related to science topics. Passages contain primarily simple sentences, are self-paced, and encourage students to increase reading fluency as well as comprehension. On-screen graphs indicate how long they spend reading each passage, how many words they read in minutes or seconds, and the percentage of their correct responses.

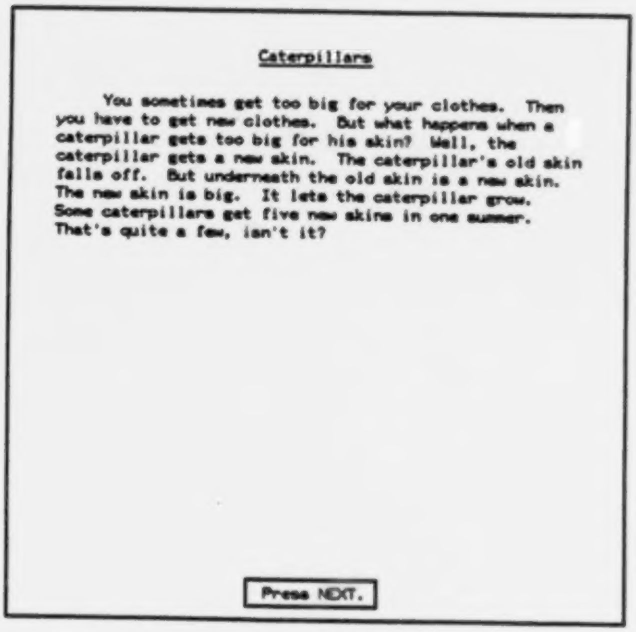
Passage titles include *Caterpillars*, *Camels*, *Fire*, and *Sand*. Students read eight to twelve sentences on each subject. They are encouraged (after answering three comprehension questions on each passage and viewing cumulative graphed scores) to reread the passages and increase reading fluency. See Figure 1 to read the passage *Caterpillars*.

Students practice reading a short passage sentence by sentence, and when they answer three questions correctly, proceed to the next passage.

Interaction

- Press LAB to read passage sentence by sentence.
- When students answer a comprehension question, "Right" appears next to a correct selection (see Figure 2).
- When they miss an item, "Wrong" appears next to the error. A message, "READ THIS AND TRY AGAIN," appears on the screen below, and students see the part of the passage that contains the correct answer to the item (see Figure 3).
- Message: "You read the passage in ___ seconds or in ___ minutes. You read ___ words per minute. Now, let's see how well you understood it."
- After students read all passages, two graphs plot their scores: words per minutes for each of four passages and percent accuracy for each passage.

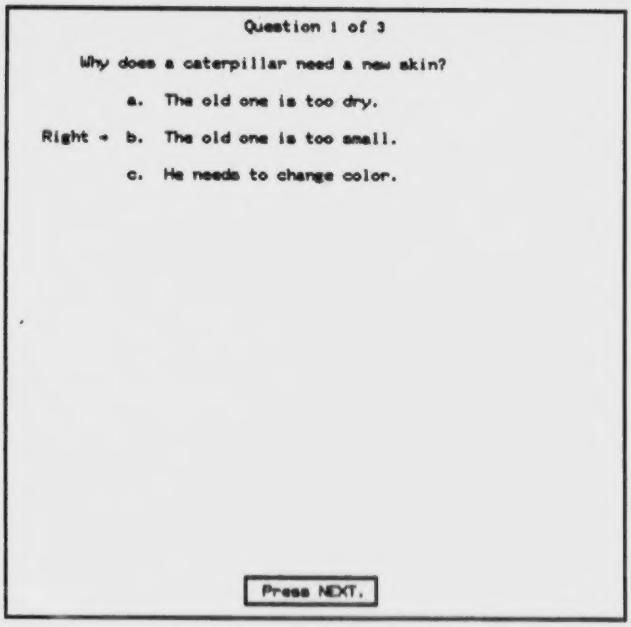
Offline Materials	SRA Reading Lab IIIa: SRA Rate Builders (Blue Level)
Intended Audience	Adolescents and adults
Completion Time	30 minutes (self-paced)
Associated Lessons	Pacer Passages I-XIII



Caterpillars

You sometimes get too big for your clothes. Then you have to get new clothes. But what happens when a caterpillar gets too big for his skin? Well, the caterpillar gets a new skin. The caterpillar's old skin falls off. But underneath the old skin is a new skin. The new skin is big. It lets the caterpillar grow. Some caterpillars get five new skins in one summer. That's quite a few, isn't it?

Figure 1



Question 1 of 3

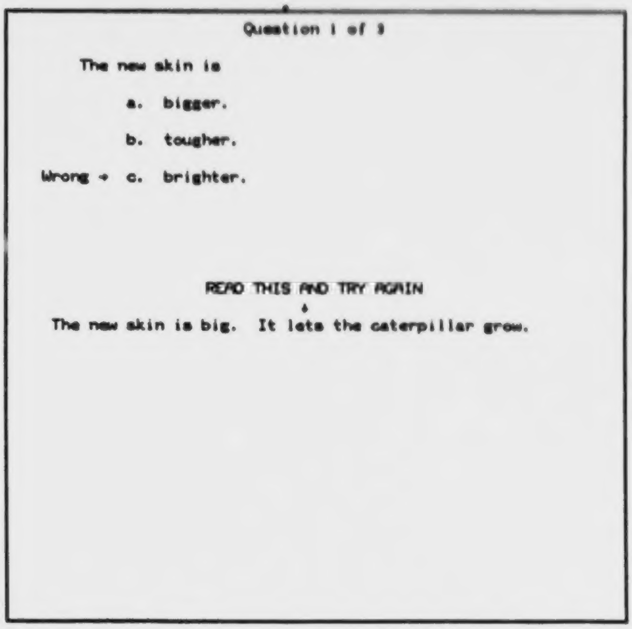
Why does a caterpillar need a new skin?

a. The old one is too dry.

Right → b. The old one is too small.

c. He needs to change color.

Figure 2



Question 1 of 3

The new skin is

a. bigger.

b. tougher.

Wrong → c. brighter.

READ THIS AND TRY AGAIN

↓

The new skin is big. It lets the caterpillar grow.

Figure 3

Lesson

Finding the Main Idea: Lesson 1

File

mainidea

Authors

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Robert C. Dixon

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Objectives

- To match and classify words.
- To identify the topic of a number of sentences.
- To build vocabulary.
- To infer from previous reading the meaning of words and phrases.

Description

In this six-item lesson, students practice classification skills: they match presented words with words listed under general classes and then sort specific words into general classes. Students identify the general topic of a number of sentences. They learn to generalize the pattern of relationships among the ideas, whether they are represented by words or sentences.

Item 1: Word matching. Students press *s, t, f, or m* to match a presented word related to *sports*, *tools*, *food*, and *musical instruments* with words listed in four boxes. A correct selection is indicated initially by "Right, grapes is in the class 'Food.'" and then the *food* box borders highlight to indicate a correct answer. Incorrect response: corrective feedback is provided and the word is reviewed.

Item 2: Word classification. Part 1: Students sort specific words from Item 1 under general classes and fill *blank* boxes (see Figures 1-a through 1-c).

Parts 2 and 3: Students fill blank boxes and sort words under general classes: *Fruits*, *Vegetables*, and *Dairy Products* (Part 1); and, in Part 2, under general classes: *Auto parts*, *Tools*, *Musical Instruments*, and *Blizzard*.

Part 4: Students select from five word choices to answer fill-in-the-blank questions related to *food*.

Item 3: Word classification. Students fill blank boxes with specific words under general classes: *musical instruments*, *auto parts*, *tools*, and *blizzards*.

Item 4: Finding the topic of a number of sentences. Students read sentences one at a time and answer, "Does the sentence talk about ___?" The topic of the sentences is *clouds*. Students infer meanings of words from previous sentences, e.g., "they" means the same as "ice crystals" (see Figures 2-a through 2-e).

Boxes in the lower part of the screen list (1) possible topics discussed in the sentences, and (2) number of sentences about the topic. Correct response: a checkmark appears next to possible topics in "# of sentences" box for every question answered correctly. (Students select a general topic by referring to the most checkmarks next to possible topics.)

Incorrect response comment: If students answer "No" in error, the computer response is "Yes it does"—and the correct word or phrase is linked by a bar to the word in the sentence. As students answer questions correctly, a large, blank box at the top of the screen fills, a sentence at a time, until a meaningful paragraph is constructed.

Item 5: Word matching and classification. Students match and sort words and select from five choices the correct answer to, e.g., "Cows and horses are alike because they are (mammals)."

Item 6: Finding the main topic of a number of sentences. Same as Item 4. Topic: *Fossils.*

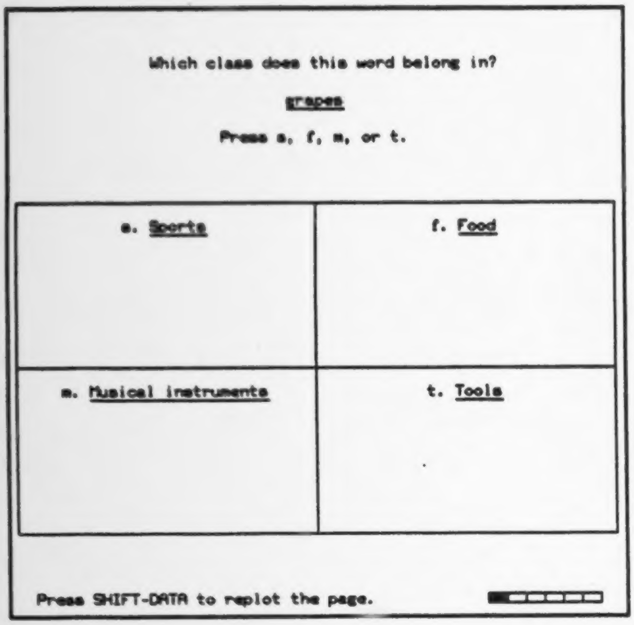
Interaction

- Boxes fill with selected word responses.
- Selected answers fill blank spaces in sentences.
- Boxes in a progress bar at the bottom of the screen fill as each item is completed correctly.
- Response feedback to correct and incorrect answers is encouraging.

Intended Audience Adolescents and adults

Completion Time: 45 minutes (self-paced)

Associated Lessons Finding the Main Idea, Lessons 1-20



Which class does this word belong in?

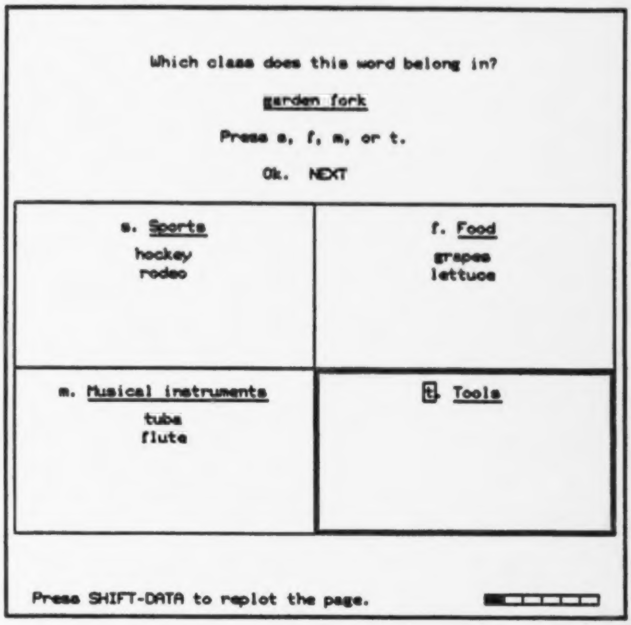
grapes

Press s, f, m, or t.

s. Sports	f. Food
m. Musical instruments	t. Tools

Press SHIFT-DATA to replot the page.

Figure 1-a



Which class does this word belong in?

garden fork

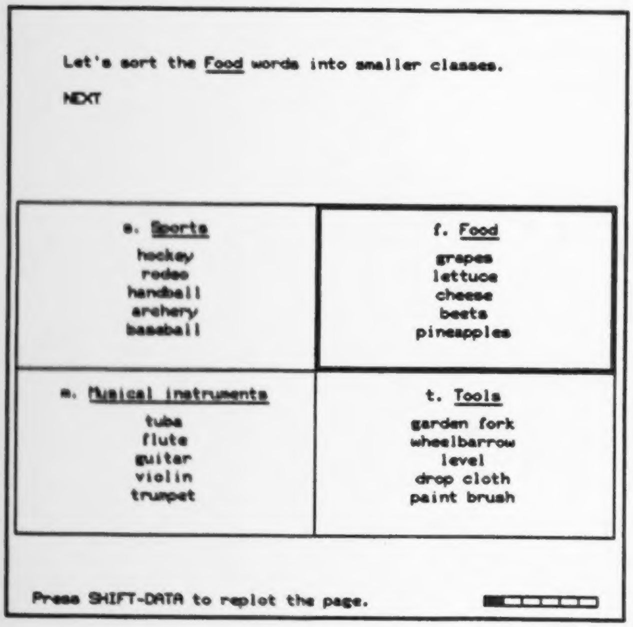
Press s, f, m, or t.

Ok. NEXT

s. Sports hockey rodeo	f. Food grapes lettuce
m. Musical instruments tuba flute	t. Tools

Press SHIFT-DATA to replot the page.

Figure 1-b



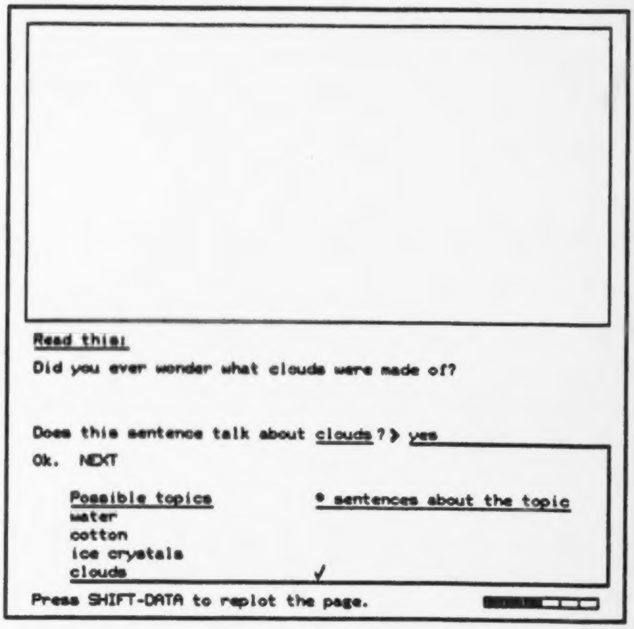
Let's sort the Food words into smaller classes.

NEXT

s. Sports hockey rodeo handball archery baseball	f. Food grapes lettuce cheese beets pineapples
m. Musical instruments tuba flute guitar violin trumpet	t. Tools garden fork wheelbarrow level drop cloth paint brush

Press SHIFT-DATA to replot the page.

Figure 1-c



Read this:

Did you ever wonder what clouds were made of?

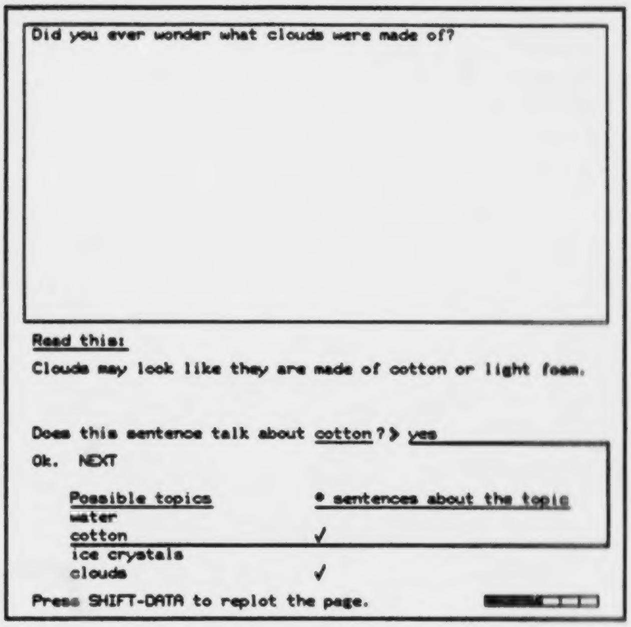
Does this sentence talk about clouds? > yes

Ok. NEXT

Possible topics	# sentences about the topic
water	
cotton	
ice crystals	
clouds	✓

Press SHIFT-DATA to replot the page.

Figure 2-a



Did you ever wonder what clouds were made of?

Read this:

Clouds may look like they are made of cotton or light foam.

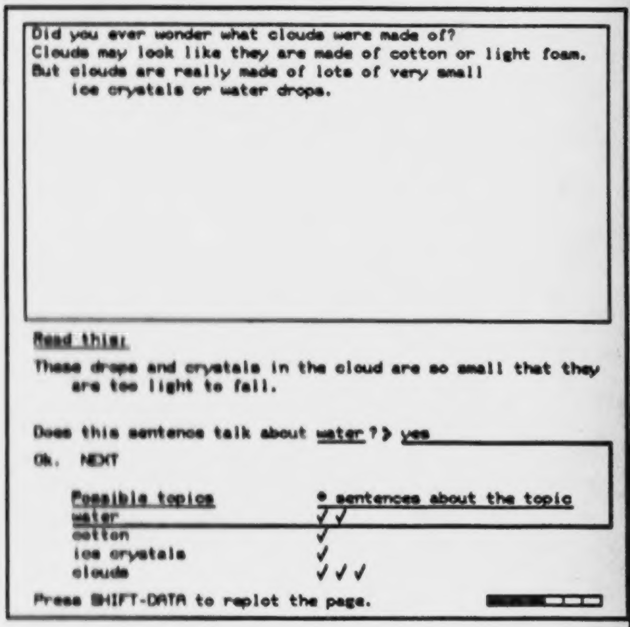
Does this sentence talk about cotton ? > yes

Ok. NEXT

Possible topics	# sentences about the topic
water	
cotton	✓
ice crystals	
clouds	✓

Press SHIFT-DATA to replot the page.

Figure 2-b



Did you ever wonder what clouds were made of?
Clouds may look like they are made of cotton or light foam.
But clouds are really made of lots of very small
ice crystals or water drops.

Read this:

These drops and crystals in the cloud are so small that they are too light to fall.

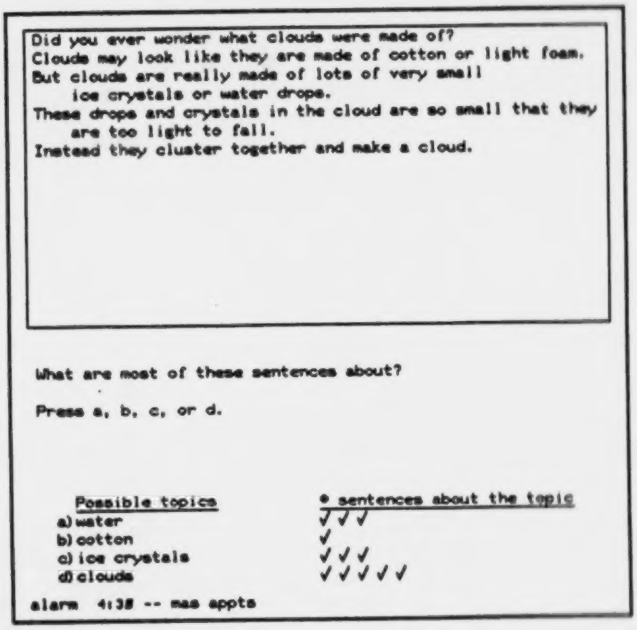
Does this sentence talk about water ? > yes

Ok. NEXT

Possible topics	# sentences about the topic
water	✓ ✓
cotton	✓
ice crystals	✓
clouds	✓ ✓ ✓

Press SHIFT-DATA to replot the page.

Figure 2-c



Did you ever wonder what clouds were made of?
Clouds may look like they are made of cotton or light foam.
But clouds are really made of lots of very small
ice crystals or water drops.
These drops and crystals in the cloud are so small that they
are too light to fall.
Instead they cluster together and make a cloud.

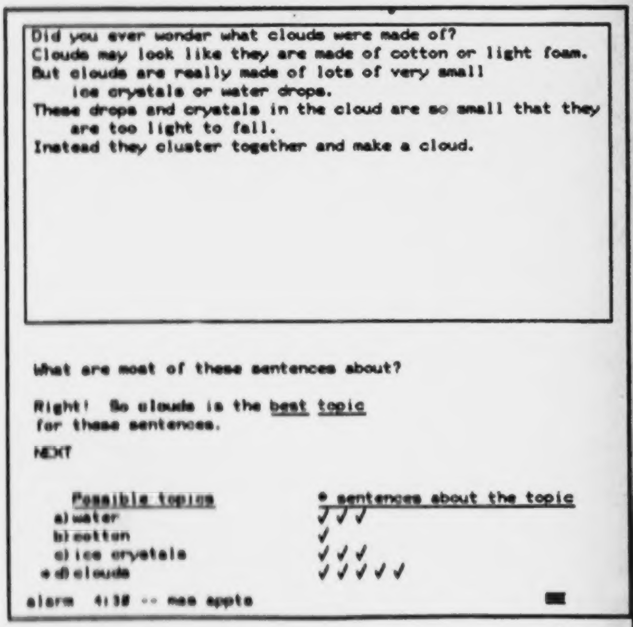
What are most of these sentences about?

Press a, b, c, or d.

Possible topics	# sentences about the topic
a) water	✓ ✓ ✓
b) cotton	✓
c) ice crystals	✓ ✓ ✓
d) clouds	✓ ✓ ✓ ✓ ✓

alarm 4:30 -- mas appts

Figure 2-d



Did you ever wonder what clouds were made of?
Clouds may look like they are made of cotton or light foam.
But clouds are really made of lots of very small
ice crystals or water drops.
These drops and crystals in the cloud are so small that they
are too light to fall.
Instead they cluster together and make a cloud.

What are most of these sentences about?

Right! So clouds is the best topic
for these sentences.

NEXT

Possible topics	# sentences about the topic
a) water	✓ ✓ ✓
b) cotton	✓
c) ice crystals	✓ ✓ ✓
* d) clouds	✓ ✓ ✓ ✓ ✓

alarm 4:30 -- mas appts

Figure 2-e

Lesson

Finding the Main Idea: Lesson 2

File *mainidea*

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Objectives

- To classify specific words under general classes.
- To identify the topic of a number of sentences.
- To build vocabulary.
- To infer from previous reading the meaning of words and phrases.

Description

This six-item lesson, almost a replica of Lesson 1, provides students additional practice, in which they encounter different words to classify under general classes. They also identify the topic of a number of sentences.

Item 1: Part 1: Word classification. Students fill blank boxes with specific words under general classes: *weather*, *moving*, and *happy*. Part 2: They sort *weather* words into smaller classes: *fair* and *stormy* (see Figures 1-a through 1-c). Part 3: They select from four choices to answer three fill-in-the-blank questions related to *weather*.

Item 2: Word classification. Students classify 15 specific words in blank boxes under the general class headings: *where* words, *time clues*, and *hate*.

Items 3 and 4: Finding the topic of a number of sentences. In these items, students read several sentences one at a time and answer, "Does this sentence talk about ___?" on the topics *erosion* and (weather) *fronts* (see Figures 2-a and 2-b).

Boxes at the lower part of the screen list (1) possible topics discussed in the sentences, and (2) the number of sentences about the topic. Correct response: a checkmark appears next to "possible topics" box in the "# of sentences" box. Students select the passage topic by referring to the most checkmarks next to the possible topics.

Incorrect response comment: If students answer "No" in error, the computer response is the incorrect word is linked by a bar to the word in the sentence. As students answer questions correctly, a large, blank box above fills, a sentence at a time, until a meaningful paragraph is constructed.

Item 5: Word classification. Same as Item 1. Students classify specific words under general classes: *when* words, *living things*, and *mountains*. They sort *living things* into smaller classes: *mammals*, *reptiles*, and *fish*. They select from five choices the answer to three fill-in-the-blank questions related to *living things*.

Item 6: Finding the topic of a number of sentences. Students read sentences each containing the word *dew*. They select from four choices the answer to "What are most of these sentences about?" and answer, "So the best topic for this list of sentences is ___."

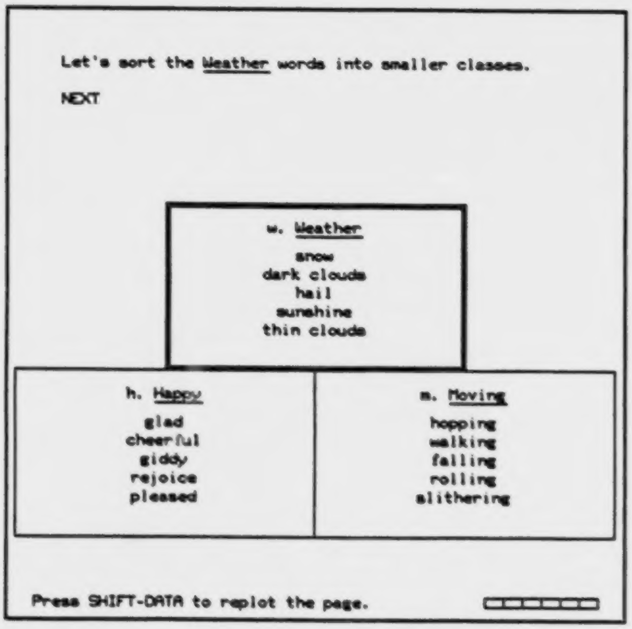
Interaction

- Boxes fill with selected word responses, and selected answers fill blank spaces in sentences.
- Boxes in a progress bar at the bottom of the screen fill as each item is completed correctly.
- Response feedback to correct and incorrect answers is encouraging.

Intended Audience Adolescents and adults

Completion Time 45 minutes (self-paced)

Associated Lessons Finding the Main Idea, Lessons 1-20



Let's sort the Weather words into smaller classes.

NEXT

w. Weather

snow
dark clouds
hail
sunshine
thin clouds

h. Happy

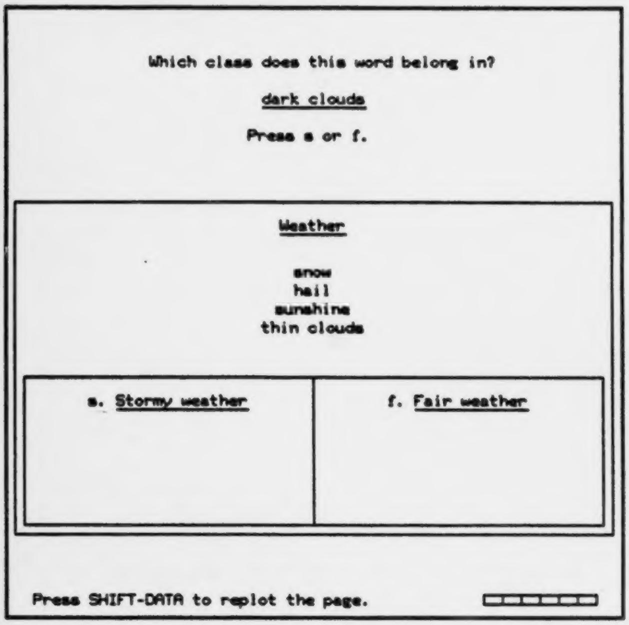
glad
cheerful
giddy
rejoice
pleased

m. Moving

hopping
walking
falling
rolling
slithering

Press SHIFT-DATA to replot the page.

Figure 1-a



Which class does this word belong in?

dark clouds

Press s or f.

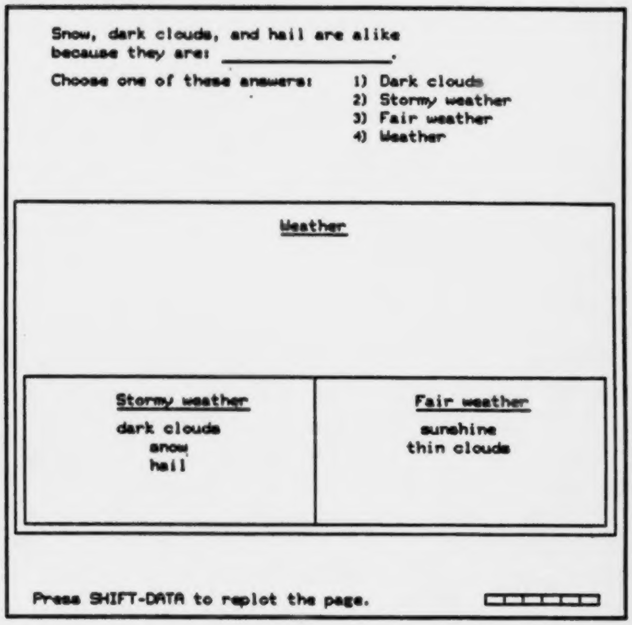
Weather

snow
hail
sunshine
thin clouds

s. Stormy weather	f. Fair weather

Press SHIFT-DATA to replot the page.

Figure 1-b



Snow, dark clouds, and hail are alike
because they are: ______________.

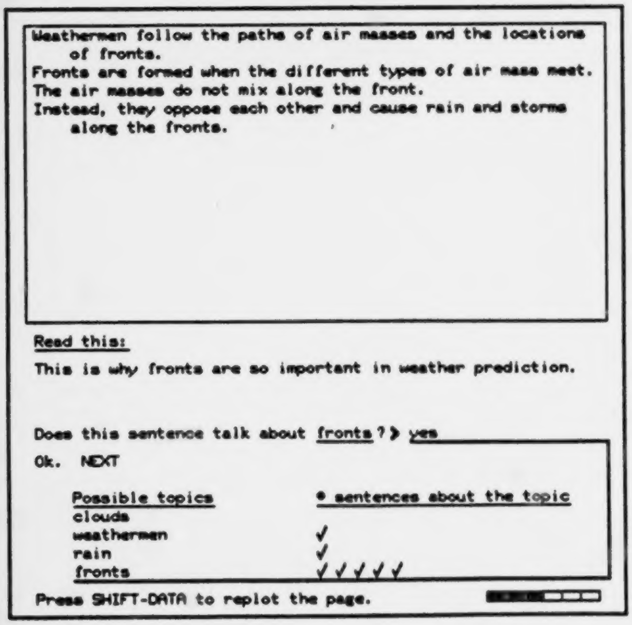
Choose one of these answers:
1) Dark clouds
2) Stormy weather
3) Fair weather
4) Weather

Weather

Stormy weather	Fair weather
dark clouds snow hail	sunshine thin clouds

Press SHIFT-DATA to replot the page.

Figure 1-c



Weathermen follow the paths of air masses and the locations of fronts.
Fronts are formed when the different types of air mass meet.
The air masses do not mix along the front.
Instead, they oppose each other and cause rain and storms along the fronts.

Read this:

This is why fronts are so important in weather prediction.

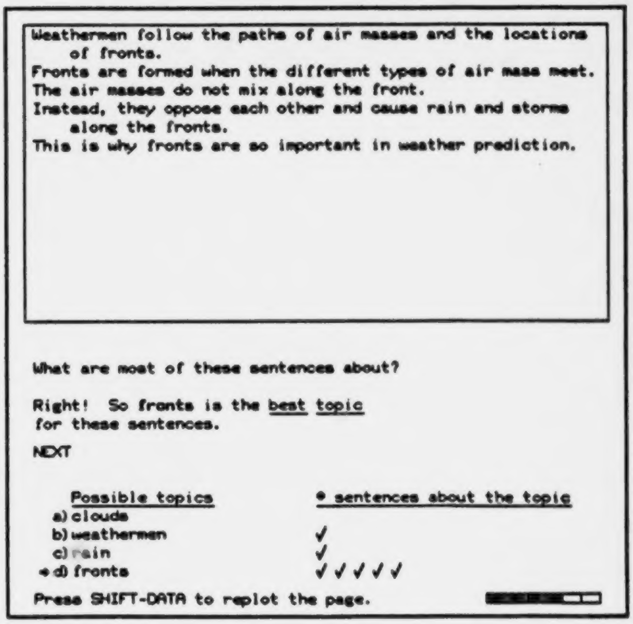
Does this sentence talk about fronts ? ❯ yes

Ok. NEXT

Possible topics	# sentences about the topic
clouds	
weathermen	✓
rain	✓
fronts	✓ ✓ ✓ ✓ ✓

Press SHIFT-DATA to replot the page.

Figure 2-a



Weathermen follow the paths of air masses and the locations of fronts.
Fronts are formed when the different types of air mass meet.
The air masses do not mix along the front.
Instead, they oppose each other and cause rain and storms along the fronts.
This is why fronts are so important in weather prediction.

What are most of these sentences about?

Right! So fronts is the best topic for these sentences.

NEXT

Possible topics	# sentences about the topic
a) clouds	
b) weathermen	✓
c) rain	✓
→ d) fronts	✓ ✓ ✓ ✓ ✓

Press SHIFT-DATA to replot the page.

Figure 2-b

Unit 2

Reading Level B

Objectives Students who master Unit 2, Reading Level B will learn and assimilate new facts, widen their vocabulary, and will read with increased comprehension and fluency. They will learn:

- to find and underline the part of a sentence that tells the answer to the questions: *what*, *what kind of*, *what does/did someone/something do*, *when*, *where*, *why*, *why does/did someone/something do something*, *how*, *how much*, and *how does/did someone/something do something*;
- to answer "Does the sentence tell...?" by determining whether a sentence does or does not tell the answer to a particular question;
- to answer, "What does the boxed part tell?" by reading a passage with a boxed word or phrase and selecting from several choices the answer to what the boxed part tells;
- to answer a direct question that is presented after a sentence by underlining the part of the sentence that tells the answer;
- to increase reading comprehension and fluency;
- to build vocabulary;
- to learn and assimilate new facts;
- to match and classify words;
- to classify specific words under general classes;
- to classify specific phrases under general classes; and
- to identify the topic of a number of sentences.

Lessons

- Reading Comprehension I, Lesson 4
- Reading Comprehension I, Lesson 5
- Pacer Passages II
- Pacer Passages III
- Finding the Main Idea, Lesson 3
- Finding the Main Idea, Lesson 4

Offline Materials

- SRA Reading Lab IIIa: SRA Rate Builders (Purple Level)

  Students must score at least five out of six on ten different passages.

Lesson

Reading Comprehension I: Lesson 4

File *reading1*

Authors
Martin A. Siegel
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Objectives

- To "Underline the part that tells...." i.e., to find and underline the part of a sentence that tells the answer to the questions: *when*, *what*, *what kind of*, *what did someone/something do*, *how*, *how many*, and *how did someone/something do a certain thing*.

- To answer a direct question that is presented after a sentence by underlining the part of the sentence that tells the answer.

- To answer, "Does this sentence tell...?" i.e., to distinguish whether a sentence does or does not tell the answer to a particular question.

- To find and underline information in compound and complex sentences that tells the answer to a question and is also a verb phrase or an adjectival phrase or an adverbial phrase.

- To find and underline information in compound and complex sentences that tells the answer to a question and is also an adverb or an adverbial phrase that modifies a verb, or is an adverbial phrase that is the object of the sentence.

- To discriminate between two subjects or between two predicates or between two objects in the same sentence.

- To discriminate between two adverbial phrases or between two nouns used as objects in the same sentence.

Description

In this two-part lesson, students read compound and complex sentence items in present and past tense and answer the following questions based on the items: *when, what, what kind of, what did someone/something do, how, how many, how did someone/something do something*? Students are unaware of the grammatical constructions involved in their responses and simply find information.

Students are introduced to a new concept: "Direct question after a sentence."

Part 1: "Underline the part that tells...." (four uncued items, a format that is identical to cued items, except that students are required to know where the appropriate phrase begins and ends).

Students press *m* to move a cursor to underline one or more words (instructions tell how many words) that answer *what kind of*? and are adjectives or adjectival phrases in compound and complex sentences.

They find and underline a number of words that answers *what did someone do*? or describes *what someone did* and are verb phrases in compound and complex sentences.

New concept: "Direct question after a sentence" (four uncued items). Students read a sentence and answer a direct question that appears after a sentence is presented. Selections answer *what kind of* or *what did someone do* questions.

Students find and underline one or more words in the sentence (instructions tell how many words) to answer the question (see Figure 1). See Figure 2, which illustrates what happens when students make an error.

"Does this sentence tell...?" (seven uncued items). Students decide whether the sentence does or does not answer a particular question. The sentence does not always contain the exact words used in the question (see Figures 3-a and 3-b).

Students answer "Yes/No" to *did someone/something do a certain thing*? and must discriminate between two subjects or between two predicates in the same compound or complex sentence.

Part 2: "Underline the part that tells...." (four uncued items). Students find and underline one or more words (instructions tell how many words) that answer *how*? and are adverbs or adverbial phrases modifying verbs; or adverbial phrases used as objects of the predicate in simple, compound, and complex sentences.

They find and underline word(s) that answer *what*? and are nouns used as objects of predicates in compound and complex sentences.

"Direct question after a sentence" (four uncued items). Selections answer *how* and *what* questions.

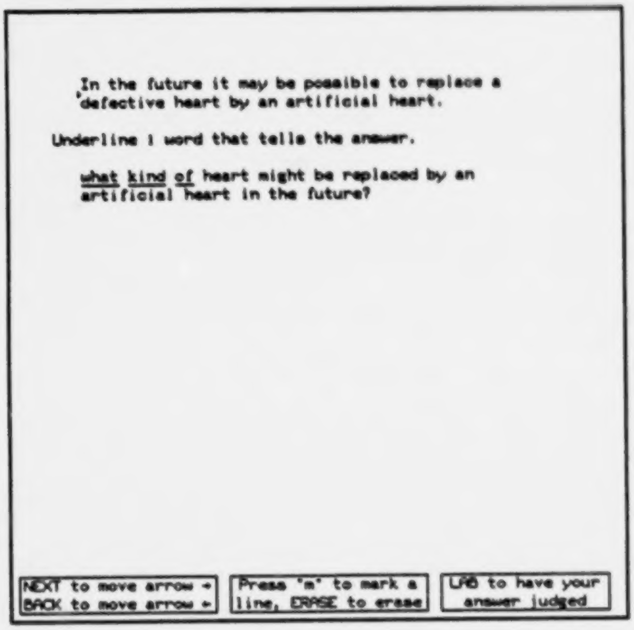
"Does this sentence tell...?" (seven uncued items). Selections answer *how* questions.

Interaction

- Move arrow forward and back under words, press *m* to underline each word; use erase key to correct error; press Lab to have answer judged.
- If an error occurs, the selected wrong word appears in a box and is linked to the correct word boxed in the same sentence below.
- Press *y* for "Yes" or *n* for "No," or touch Yes/No boxes on screen (if a Touch Panel is available). If answer is "No," students continue to next item. If answer is "Yes," students then underline the correct word(s) in the item.

- Corrective Feedback Paradigm (CFP): After reviewing a missed item, new items teaching the same concept recur at increasing intervals ensuring students master the concept. The new items are variations of the original item.
- The reading comprehension items are mastery-based, and students cannot undertake the next item until they understand and master each teaching concept.
- Response feedback to correct and incorrect answers is encouraging.
- A message at the bottom of the screen indicates the percent of lesson completed.

Offline Materials	SRA Reading Lab IIIa: SRA Rate Builders (Purple Level)
Intended Audience	Adolescents and adults
Completion Time	30 minutes (self-paced)
Associated Lessons	Reading Comprehension I-IV
Special Note	Touch or mouse input optional



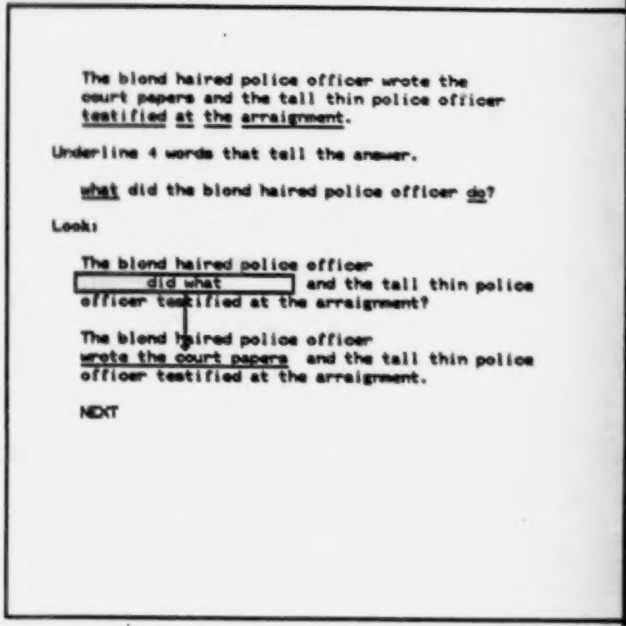
In the future it may be possible to replace a defective heart by an artificial heart.

Underline 1 word that tells the answer.

what kind of heart might be replaced by an artificial heart in the future?

NEXT to move arrow →
BACK to move arrow ←
Press 'm' to mark a line, ERASE to erase
LAB to have your answer judged

Figure 1



The blond haired police officer wrote the court papers and the tall thin police officer testified at the arraignment.

Underline 4 words that tell the answer.

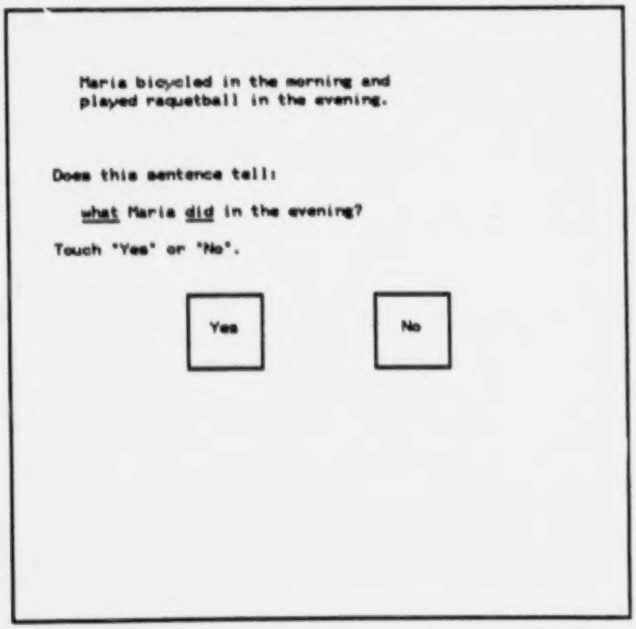
what did the blond haired police officer do?

Look:

The blond haired police officer did what and the tall thin police officer testified at the arraignment?

The blond haired police officer wrote the court papers and the tall thin police officer testified at the arraignment.

Figure 2



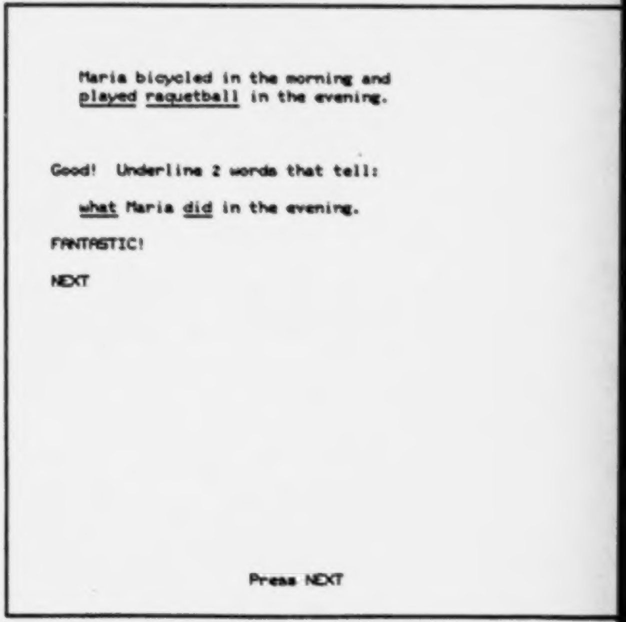
Maria bicycled in the morning and played raquetball in the evening.

Does this sentence tell:

what Maria did in the evening?

Touch "Yes" or "No".

Figure 3-a



Maria bicycled in the morning and played raquetball in the evening.

Good! Underline 2 words that tell:

what Maria did in the evening.

FANTASTIC!

Figure 3-b

Lesson

Reading Comprehension I: Lesson 5

File *reading1*

Authors

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Objectives

- To answer a direct question that is presented after a sentence by underlining the part of the sentence that tells the answer.
- To answer, "Does this sentence tell...?" i.e., to distinguish whether a sentence does or does not tell the answer a question.
- To answer, "What does the boxed part tell?" i.e., to read a passage with a boxed word or phrase, and to select from several choices what the boxed part tells.
- To find and underline information in compound and complex sentences that tells the answer to a question and is also a verb phrase, or an adverbial phrase, or a coordinate clause.
- To distinguish whether a sentence item does or does not tell the answer to a particular question.
- To discriminate among two adverbial phrases and two predicates in the same sentence.
- To discriminate among four nouns in the subjective case or three predicates in the same sentence.
- To discriminate among multiple subjects, predicates, and objects in the same compound and complex sentences.

Description

In this two-part lesson, students read compound and complex sentences in present and past tense and answer *what does/did someone or something do*? and *how or why does/did someone or something do a certain thing*? Review items question *how, why, when, or where*? Students are unaware of the grammatical constructions involved in their responses. They simply find information.

Part 1: "Direct question after a sentence" (seven uncued items). Students are asked direct questions after an item is presented (see Figure 1).

Students find and underline one or more words (instructions tell how many words) that answer *what did someone do*? or *what had someone done*? and are verb phrases in compound and complex sentences.

They find and underline adverbial phrases in compound and complex sentences that describe *how someone did something*.

"Does this sentence tell...?" (seven uncued items). Students decide whether the sentence does or does not answer a particular question. The sentence does not always contain the exact words to answer the question.

They answer "Yes/No" to "Does the sentence tell 'how' or 'why' someone did something?"

In the same compound or complex sentence, students discriminate (1) between two *when* questions and two predicates, or (2) between four nouns and three predicates.

Part 2: "Direct question after a sentence" (five uncued items). Students find and underline one or more words (instructions tell how many words) that answer, e.g., "'Why' did someone do something?" and that are coordinate clauses in compound or complex sentences.

"What does the boxed part tell?" (eight uncued items). Students select from four choices the correct response to answer "The boxed part tells...." They discriminate among multiple subjects, predicates, and objects in compound and complex sentences. Selections answer *how why, when, or where* questions and tell *what someone did*.

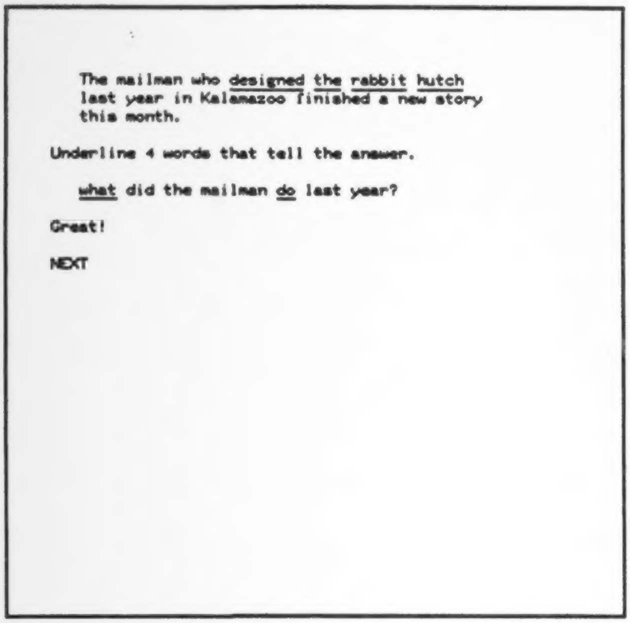
See Figures 2-a through 2-d, which demonstrate that a student has made two discrimination errors (selecting *when* and *where* instead of *how*). The percent completion message at the bottom of the screen is not displayed until the student correctly answers an inserted item and then a variation of the original discrimination error (see Figure 2-e).

Interaction

- Move arrow forward and back under words, press *m* to underline each word; use erase key to correct error; press Lab to have answer judged.
- If an error occurs, the selected wrong word appears in a box and is linked to the correct word boxed in the same sentence below.
- Select from four choices the answer to match boxed word(s) in question item.
- Press *y* for "Yes" or *n* for "No," or touch Yes/No boxes on screen (if a Touch Panel is available). If answer is "No," students continue to next item. If answer is "Yes," students then underline the correct word(s) in the item.

- Corrective Feedback Paradigm (CFP): After reviewing a missed item, new items teaching the same concept recur at increasing intervals ensuring students master the concept. The new items are variations of the original item.
- The reading comprehension items are mastery-based, and students cannot undertake the next item until they understand and master the first underlying teaching concept.
- Response feedback to correct and incorrect answers is encouraging.
- A message at the bottom of the screen indicates the percent of lesson completed.

Offline Materials	SRA Reading Lab IIIa: SRA Rate Builders (Purple Level)
Intended Audience	Adolescents and adults
Completion Time	30 minutes (self-paced)
Associated Lessons	Reading Comprehension I-IV
Special Note	Touch or mouse input optional



The mailman who designed the rabbit hutch
last year in Kalamazoo finished a new story
this month.

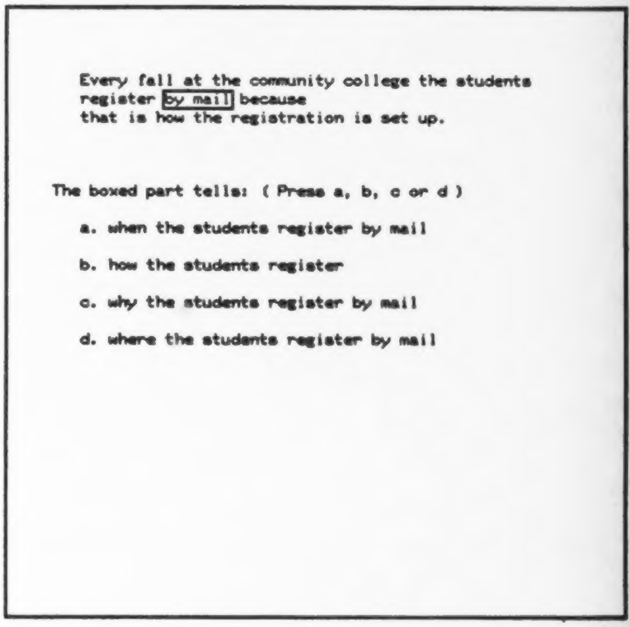
Underline 4 words that tell the answer.

what did the mailman do last year?

Great!

NEXT

Figure 1



Every fall at the community college the students
register by mail because
that is how the registration is set up.

The boxed part tells: (Press a, b, c or d)

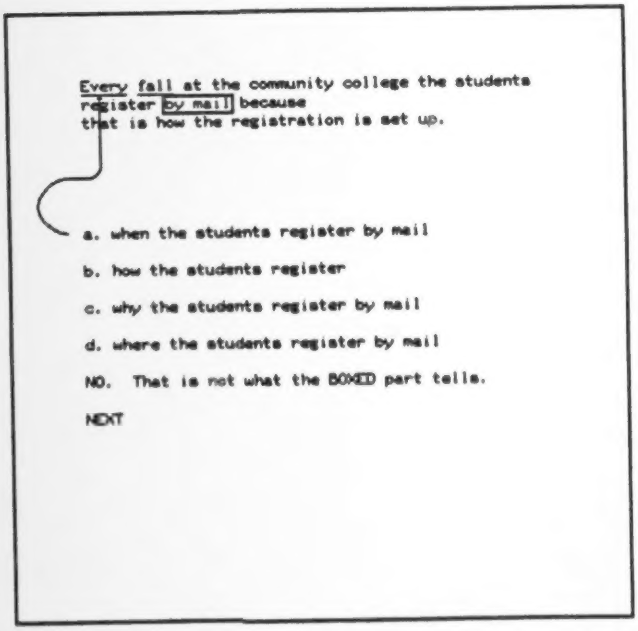
a. when the students register by mail

b. how the students register

c. why the students register by mail

d. where the students register by mail

Figure 2-a



Every fall at the community college the students
register by mail because
that is how the registration is set up.

a. when the students register by mail

b. how the students register

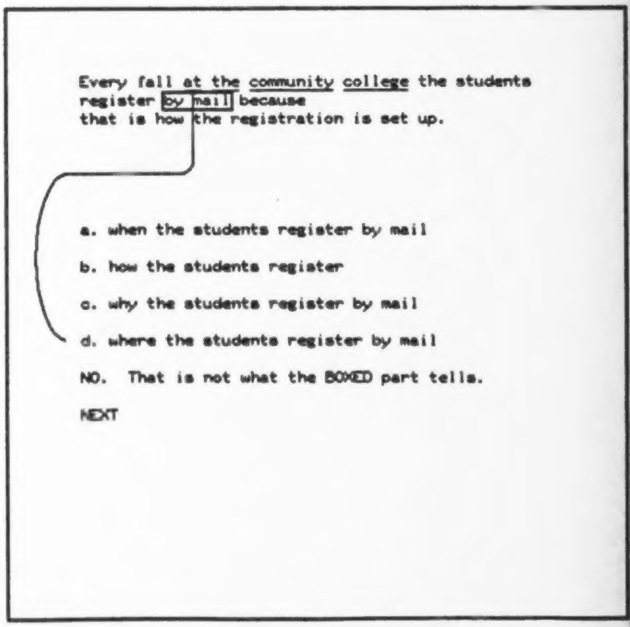
c. why the students register by mail

d. where the students register by mail

NO. That is not what the BOXED part tells.

NEXT

Figure 2-b



Every fall at the community college the students
register by mail because
that is how the registration is set up.

a. when the students register by mail

b. how the students register

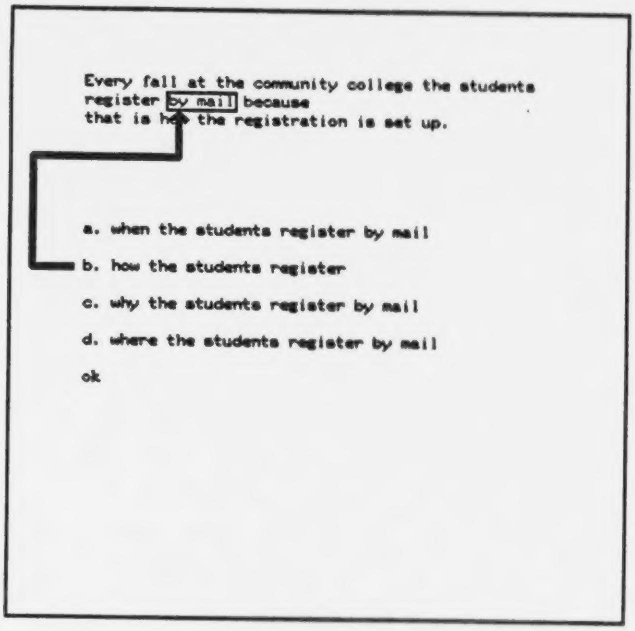
c. why the students register by mail

d. where the students register by mail

NO. That is not what the BOXED part tells.

NEXT

Figure 2-c



Every fall at the community college the students
register by mail because
that is how the registration is set up.

a. when the students register by mail

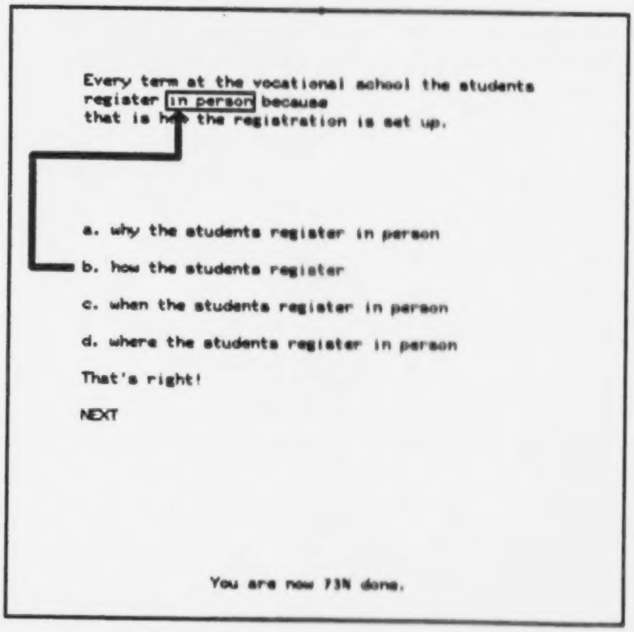
b. how the students register

c. why the students register by mail

d. where the students register by mail

ok

Figure 2-d



Every term at the vocational school the students
register in person because
that is how the registration is set up.

a. why the students register in person

b. how the students register

c. when the students register in person

d. where the students register in person

That's right!

NEXT

You are now 73% done.

Figure 2-e

Lesson

Pacer Passages II

File *pacer02*

Authors Based on an idea developed by the PLATO Elementary Reading Project at the University of Illinois and adapted by Martin A. Siegel, Elaine C. Bruner, and Bruce M. Maggs.

Author Affiliation Courseware & Curriculum Applications (CCA) Group
University of Illinois at Urbana-Champaign

Objectives

- To increase reading comprehension and reading fluency.
- To build vocabulary.
- To learn and assimilate new facts.

Description The four-part lesson consists of reading comprehension passages related to science topics. It is essentially like *Pacer Passages I* in vocabulary, but passages are slightly longer and contain more compound and complex sentences. In each self-paced passage, students are encouraged to increase reading fluency as well as comprehension. On-screen graphs indicate how long they spend reading a passage, how many words they read in minutes and seconds, and the percentage of their correct responses.

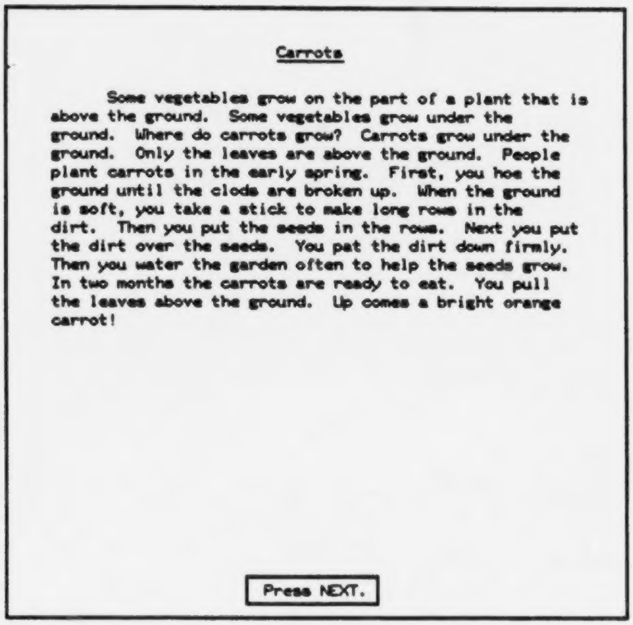
Passage titles: *Susan's Plant*, *Carrots*, *Ants*, and *Making Butter*. Students read 15 to 18 sentences on each subject. They are encouraged (after answering comprehension questions on each passage and viewing cumulative graphed scores) to reread the passages and increase reading fluency. See Figure 1 to read the passage *Carrots*.

Students practice reading a short passage sentence by sentence, and when they answer three questions correctly, proceed to the next passage.

Interaction

- Press LAB to read passage sentence by sentence.
- When students answer a comprehension question, "Right" appears next to a correct selection (see Figure 2).
- When they miss an item, "Wrong," appears next to the error. A message, "READ THIS AND TRY AGAIN," appears on the screen below, and students see the part of the passage that contains the correct answer to the item.
- Message: "You read the passage in ___ seconds or in ___ minutes. You read ___ words per minute. Now, let's see how well you understood it."
- After students read all passages, two graphs plot their scores: words per minutes for each of four passages and percent accuracy for each passage.

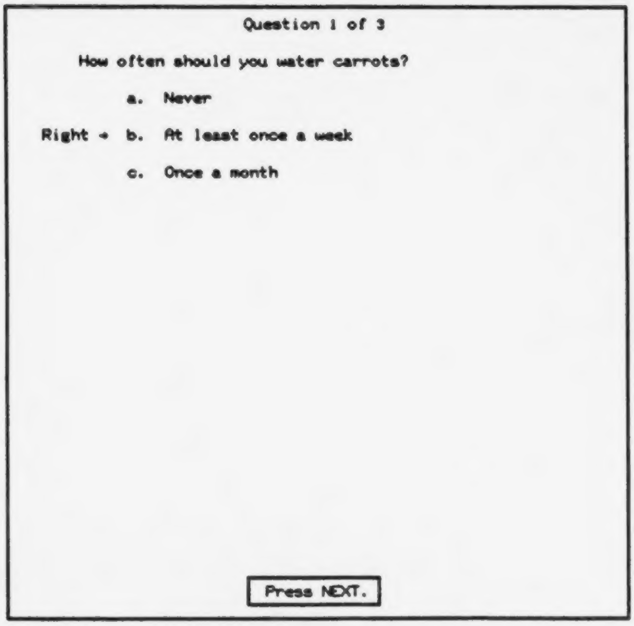
Offline Materials	SRA Reading Lab IIIa: SRA Rate Builders (Purple Level)
Intended Audience	Adolescents and adults
Completion Time	30 minutes (self-paced)
Associated Lessons	Pacer Passages I-XIII



Carrots

Some vegetables grow on the part of a plant that is above the ground. Some vegetables grow under the ground. Where do carrots grow? Carrots grow under the ground. Only the leaves are above the ground. People plant carrots in the early spring. First, you hoe the ground until the clods are broken up. When the ground is soft, you take a stick to make long rows in the dirt. Then you put the seeds in the rows. Next you put the dirt over the seeds. You pat the dirt down firmly. Then you water the garden often to help the seeds grow. In two months the carrots are ready to eat. You pull the leaves above the ground. Up comes a bright orange carrot!

Figure 1



Question 1 of 3

How often should you water carrots?

a. Never

Right → b. At least once a week

c. Once a month

Figure 2

Lesson

Pacer Passages III

File *pacer03*

Authors Based on an idea developed by the PLATO Elementary Reading Project at the University of Illinois and adapted by Martin A. Siegel, Elaine C. Bruner, and Bruce M. Maggs.

Author Affiliation Courseware & Curriculum Applications (CCA) Group
University of Illinois at Urbana-Champaign

Objectives

- To increase reading comprehension and reading fluency.
- To build vocabulary.
- To learn and assimilate new facts.

Description This four-part lesson, on essentially the same academic level as *Pacer Passages I* and *Pacer Passages II*, consists of reading comprehension passages related to science topics. The self-paced passages are composed of simple, compound, and complex sentences and encourage students to increase reading fluency as well as comprehension. On-screen graphs indicate how long they spend reading a passage, how many words they read in minutes and seconds, and the percentage of their correct responses.

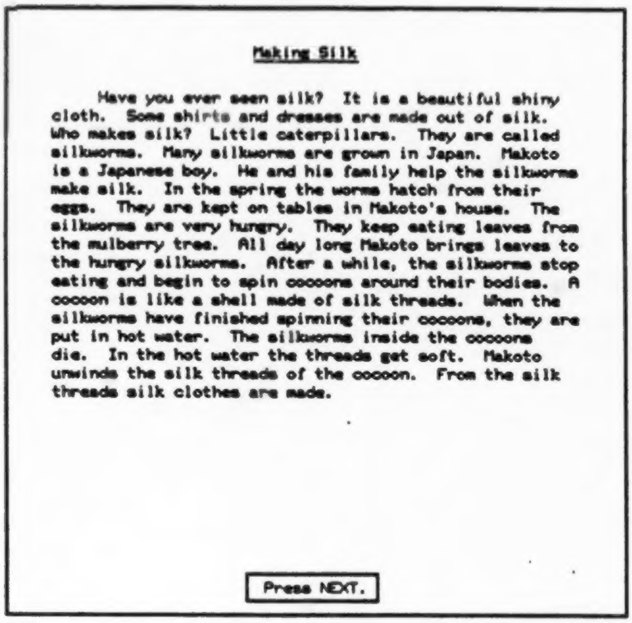
Passage titles: *Making Paper*, *Making Silk*, *Making Glass*, and *The Hot Earth*. Students read 11 to 20 sentences on each subject. They are encouraged (after answering comprehension questions on each passage and viewing cumulative graphed scores) to reread the passages and increase reading fluency. Figure 1 is an illustration of what students see when they read *Making Silk*.

Students practice reading a short passage sentence by sentence, and when they answer three questions correctly, proceed to the next passage.

Interaction

- Press LAB to read passage sentence by sentence.
- When students answer a comprehension question, "Right" appears next to a correct selection.
- When they miss an item, "Wrong" appears next to the error. A message, "READ THIS AND TRY AGAIN," appears on the screen below, and students see the part of the passage that contains the correct answer to the item (see Figure 2).
- Message: "You read the passage in ___ seconds or in ___ minutes. You read ___ words per minute. Now, let's see how well you understood it."
- After students read all passages, two graphs plot their scores: words per minutes for each of four passages and percent accuracy for each passage.

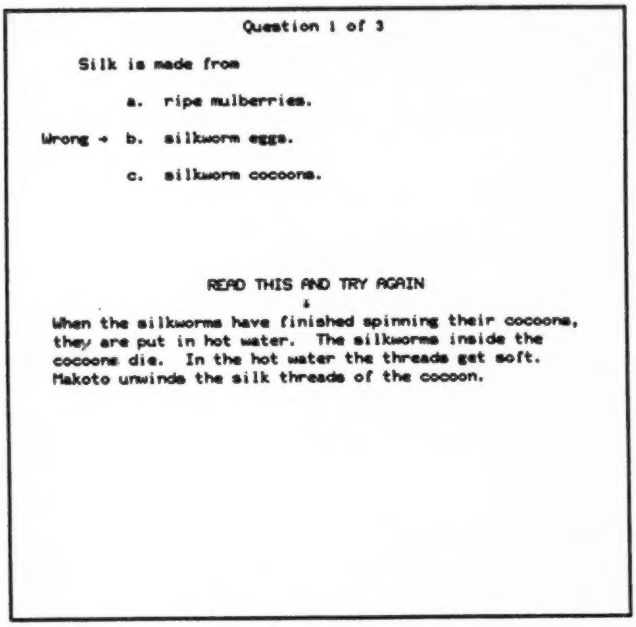
Offline Materials	SRA Reading Lab IIIa: SRA Rate Builders (Purple Level)
Intended Audience	Adolescents and adults
Completion Time	30 minutes (self-paced)
Associated Lessons	Pacer Passages I-XIII



Making Silk

Have you ever seen silk? It is a beautiful shiny cloth. Some shirts and dresses are made out of silk. Who makes silk? Little caterpillars. They are called silkworms. Many silkworms are grown in Japan. Makoto is a Japanese boy. He and his family help the silkworms make silk. In the spring the worms hatch from their eggs. They are kept on tables in Makoto's house. The silkworms are very hungry. They keep eating leaves from the mulberry tree. All day long Makoto brings leaves to the hungry silkworms. After a while, the silkworms stop eating and begin to spin cocoons around their bodies. A cocoon is like a shell made of silk threads. When the silkworms have finished spinning their cocoons, they are put in hot water. The silkworms inside the cocoons die. In the hot water the threads get soft. Makoto unwinds the silk threads of the cocoon. From the silk threads silk clothes are made.

Figure 1



Question 1 of 3

Silk is made from

a. ripe mulberries.

Wrong → b. silkworm eggs.

c. silkworm cocoons.

READ THIS AND TRY AGAIN

↓

When the silkworms have finished spinning their cocoons, they are put in hot water. The silkworms inside the cocoons die. In the hot water the threads get soft. Makoto unwinds the silk threads of the cocoon.

Figure 2

Lesson

Finding the Main Idea: Lesson 3

File *mainidea*

Authors

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Lindsay P. Reichmann
Albert C. Liu
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Objectives

- To classify specific words under general classes.
- To identify the topic of a number of sentences.
- To build vocabulary.
- To infer from previous reading the meaning of words and phrases.

Description

In this seven-item lesson, students practice classification skills: they sort specific words under general classes and identify the topic of a number of sentences. They learn to generalize the pattern of relationships among the ideas, whether they are represented by words or sentences.

Items 1 and 2: Word classification. Students sort 15 specific words into three blank boxes under general classes: *happy*, *moving*, and *'who' words*; and into three boxes under *Richard and Sandra*, *'when' words*, and *mountains*.

Item 3: Finding the topic of a number of sentences: Students read sentences one at a time and answer, "Does the sentence talk about ___?" The topic of most of the sentences is a boy named "Chico." They infer meanings of words from previous sentences (see Figures 1-a through 1-c).

Boxes at the lower part of the screen list (1) possible topics discussed in the sentences, and (2) number of sentences about the topic. If a student answers correctly, a checkmark appears next to possible topics in "# of sentences" box. Students refer to the possible topic with the most checkmarks and select it as the general topic of the sentences.

Incorrect response comment: If students answer "No" in error, the computer response is, "Yes it does"—and the correct word or phrase is linked by a bar to the word in the sentence (refer to Figure 1-b). As students answer questions correctly, a large, blank box at the top of the screen fills, a sentence at a time, until a meaningful paragraph is constructed.

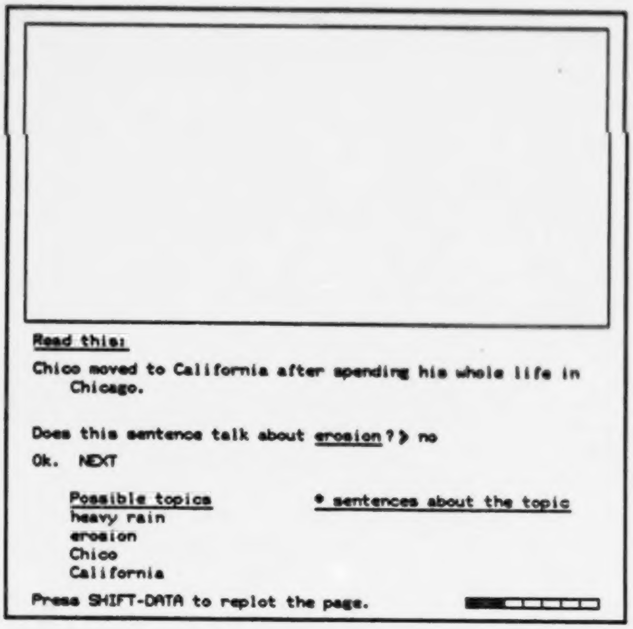
Item 4: Finding the topic of a number of sentences. In five of six sentences, students read the words "sedimentary rock." They select from four word choices the answer to "What are most of these sentences about?" and answer, "So the best topic for this list of sentences is ___" (see Figures 2-a and 2-b).

Item 5: Word classification. Same as Items 1 and 2. Classify 15 words under general classes: *'who' words*, *blizzards*, and *time clues*.

Items 6 and 7: Finding the topic of a number of sentences. Same as Item 4. In Item 6, six of seven sentences refer to *air masses*.

In Item 7, *a front* is mentioned in all seven sentences. The questions asked, however, are: "What are most of these sentences about?" (Students select the correct answer from a list of four words.)—and—"Why is a front the best topic?" (Students select the correct answer from a list of four sentences.)

Interaction	• Boxes fill with selected word responses. • Boxes in a progress bar at the bottom of the screen fill as each item is completed correctly. • Response feedback to correct and incorrect answers is encouraging.
Intended Audience	Adolescents and adults
Completion Time	45 minutes (self-paced)
Associated Lessons	Finding the Main Idea, Lessons 1-20



```
Read this:

Chico moved to California after spending his whole life in
    Chicago.

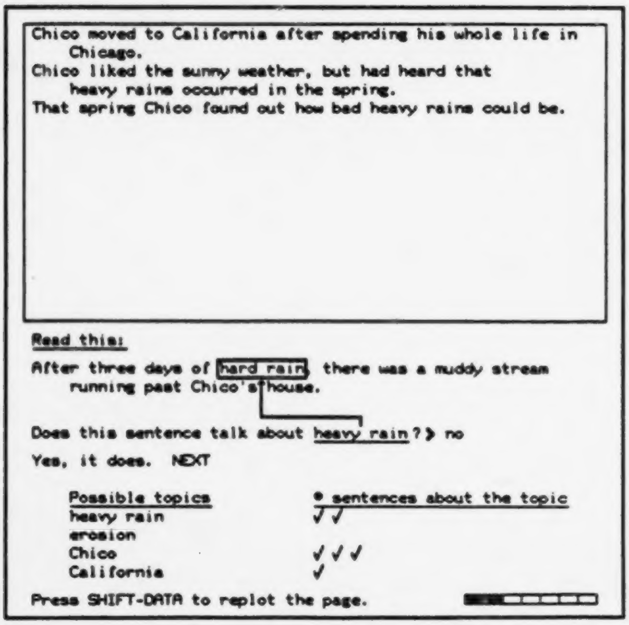
Does this sentence talk about erosion?> no

Ok.  NEXT

    Possible topics          # sentences about the topic
    heavy rain
    erosion
    Chico
    California

Press SHIFT-DATA to replot the page.
```

Figure 1-a



```
Chico moved to California after spending his whole life in
    Chicago.
Chico liked the sunny weather, but had heard that
    heavy rains occurred in the spring.
That spring Chico found out how bad heavy rains could be.

Read this:

After three days of hard rain, there was a muddy stream
    running past Chico's house.

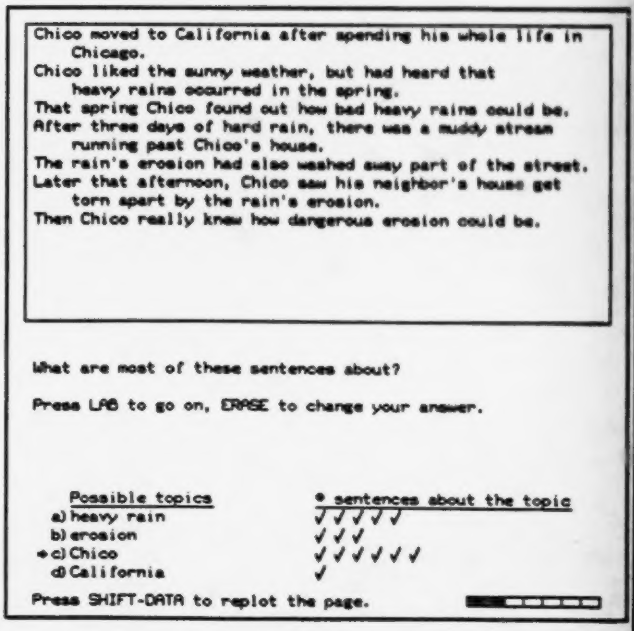
Does this sentence talk about heavy rain?> no

Yes, it does.  NEXT

    Possible topics          # sentences about the topic
    heavy rain               ✓✓
    erosion
    Chico                    ✓✓✓
    California               ✓

Press SHIFT-DATA to replot the page.
```

Figure 1-b



```
Chico moved to California after spending his whole life in
    Chicago.
Chico liked the sunny weather, but had heard that
    heavy rains occurred in the spring.
That spring Chico found out how bad heavy rains could be.
After three days of hard rain, there was a muddy stream
    running past Chico's house.
The rain's erosion had also washed away part of the street.
Later that afternoon, Chico saw his neighbor's house get
    torn apart by the rain's erosion.
Then Chico really knew how dangerous erosion could be.

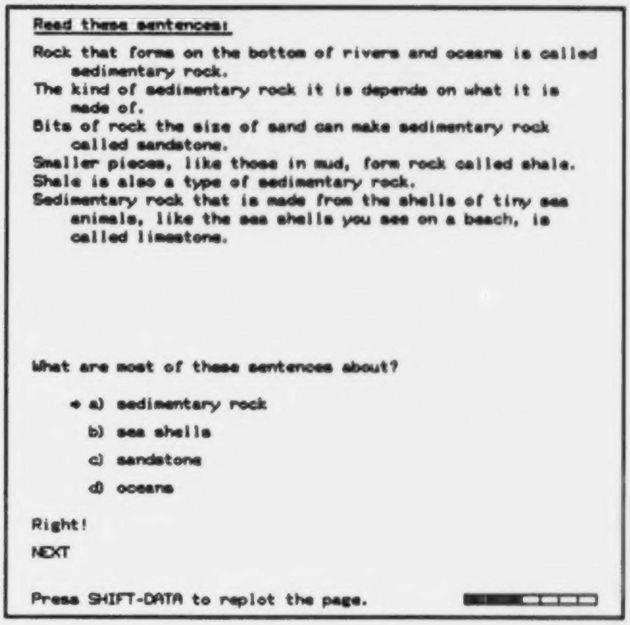
What are most of these sentences about?

Press LAB to go on, ERASE to change your answer.

    Possible topics          # sentences about the topic
  a) heavy rain              ✓✓✓✓✓
  b) erosion                 ✓✓✓
→ c) Chico                   ✓✓✓✓✓✓
  d) California              ✓

Press SHIFT-DATA to replot the page.
```

Figure 1-c



Read these sentences:

Rock that forms on the bottom of rivers and oceans is called sedimentary rock.
The kind of sedimentary rock it is depends on what it is made of.
Bits of rock the size of sand can make sedimentary rock called sandstone.
Smaller pieces, like those in mud, form rock called shale.
Shale is also a type of sedimentary rock.
Sedimentary rock that is made from the shells of tiny sea animals, like the sea shells you see on a beach, is called limestone.

What are most of these sentences about?

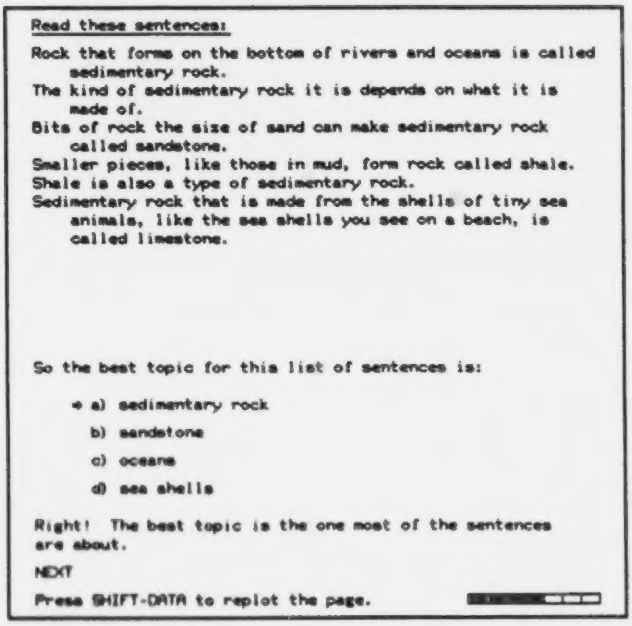
◆ a) sedimentary rock
b) sea shells
c) sandstone
d) oceans

Right!

NEXT

Press SHIFT-DATA to replot the page.

Figure 2-a



Read these sentences:

Rock that forms on the bottom of rivers and oceans is called sedimentary rock.
The kind of sedimentary rock it is depends on what it is made of.
Bits of rock the size of sand can make sedimentary rock called sandstone.
Smaller pieces, like those in mud, form rock called shale.
Shale is also a type of sedimentary rock.
Sedimentary rock that is made from the shells of tiny sea animals, like the sea shells you see on a beach, is called limestone.

So the best topic for this list of sentences is:

◆ a) sedimentary rock
b) sandstone
c) oceans
d) sea shells

Right! The best topic is the one most of the sentences are about.

NEXT

Press SHIFT-DATA to replot the page.

Figure 2-b

Lesson

Finding the Main Idea: Lesson 4

File *mainidea*

Authors

Robert J. Stevens
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Objectives

- To classify specific words or specific phrases under general classes.
- To identify the topic of a number of sentences.
- To build vocabulary.
- To infer from previous reading the meaning of words and phrases.

Description

In this seven-item lesson, students practice classification skills: they sort specific words and phrases under general classes and identify the topic of a number of sentences. They learn to generalize the pattern of relationships among the ideas, whether they are represented by words, phrases, or sentences.

Items 1, 2, 6, and 7: Finding the topic of a number of sentences. In each item, students read from five to eight sentences. They select from four word choices the answer to "Which topic is this list of sentences about?" and answer, "Why is ___ the best topic?" Item 1: All five sentences refer to *air masses*. Item 2: Six of seven sentences mention *Benjamin Franklin*. Item 6: Seven of eight sentences refer to *oil*. Item 7: Five of six sentences relate to *thunderstorms*.

See Figures 1-a through 1-e related to Item 2, *Benjamin Franklin*.

If students select the wrong topic related to an item's sentences, the progress bar at the bottom of the screen does not fill in showing completion of that item until students answer the item correctly. They receive a message: "No. Let's look at each sentence." Then, they respond to a series of questions about each sentence: "Does this sentence talk about ___?"

Boxes below list (1) possible topics, and (2) number of sentences about the topic. Correct response: a checkmark appears next to possible topics in "# of sentences" box. Students select the general topic of the sentences by referring to the most checkmarks next to possible topics.

Incorrect response comment: If students answer "No" in error, the computer response is, "Yes it does"—and the correct word or phrase is linked by a bar to the word in the sentence. As students answer correctly, a large, blank box at the top of the screen fills, a sentence at a time, until a meaningful paragraph is constructed.

Item 3: Word classification. Students sort 15 specific words into blank boxes under general classes: *moving*, *time clues*, and *bad weather*.

Items 4 and 5: Phrase classification. Same as Item 3, except that students sort 15 specific *phrases* in Item 4 under general classes: *basketball*, *mountains*, and *painting*; and in Item 5, under *thunderstorms*, *reptiles moving*, and *mammals eating*. Figures 2-a and 2-b are illustrations of what happens in Item 4.

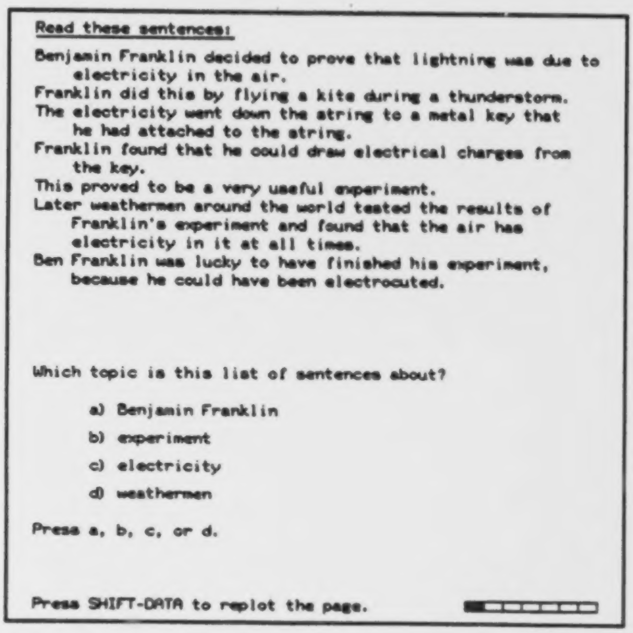
Interaction

- Boxes fill with selected word or phrase responses.
- Boxes in a progress bar at the bottom of the screen fill as each item is completed correctly.
- Response feedback to correct and incorrect answers is encouraging.

Intended Audience Adolescents and adults

Completion Time 45 minutes (self-paced)

Associated Lessons Finding the Main Idea, Lessons 1-20



Read these sentences:

Benjamin Franklin decided to prove that lightning was due to electricity in the air.
Franklin did this by flying a kite during a thunderstorm.
The electricity went down the string to a metal key that he had attached to the string.
Franklin found that he could draw electrical charges from the key.
This proved to be a very useful experiment.
Later weathermen around the world tested the results of Franklin's experiment and found that the air has electricity in it at all times.
Ben Franklin was lucky to have finished his experiment, because he could have been electrocuted.

Which topic is this list of sentences about?

a) Benjamin Franklin

b) experiment

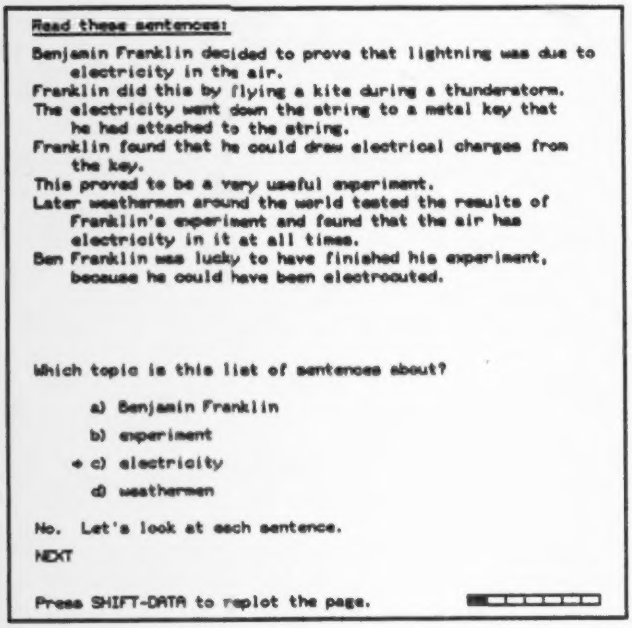
c) electricity

d) weathermen

Press a, b, c, or d.

Press SHIFT-DATA to replot the page.

Figure 1-a



Read these sentences:

Benjamin Franklin decided to prove that lightning was due to electricity in the air.
Franklin did this by flying a kite during a thunderstorm.
The electricity went down the string to a metal key that he had attached to the string.
Franklin found that he could draw electrical charges from the key.
This proved to be a very useful experiment.
Later weathermen around the world tested the results of Franklin's experiment and found that the air has electricity in it at all times.
Ben Franklin was lucky to have finished his experiment, because he could have been electrocuted.

Which topic is this list of sentences about?

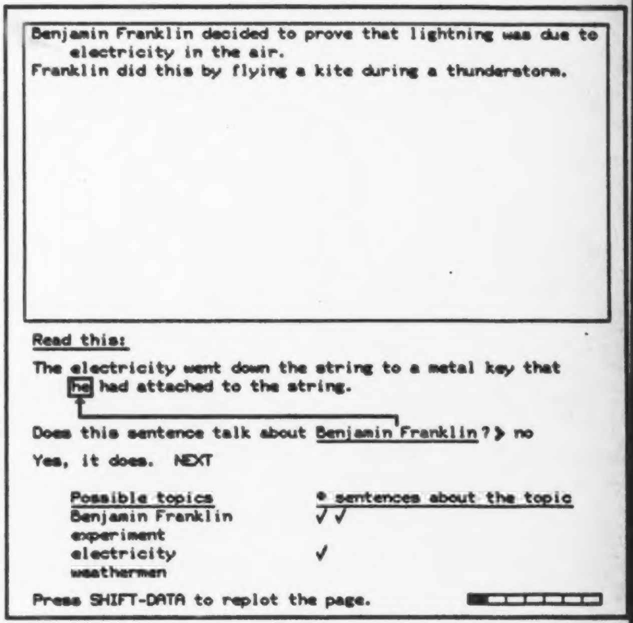
a) Benjamin Franklin
b) experiment
◆ c) electricity
d) weathermen

No. Let's look at each sentence.

NEXT

Press SHIFT-DATA to replot the page.

Figure 1-b



Benjamin Franklin decided to prove that lightning was due to electricity in the air.
Franklin did this by flying a kite during a thunderstorm.

Read this:

The electricity went down the string to a metal key that he had attached to the string.

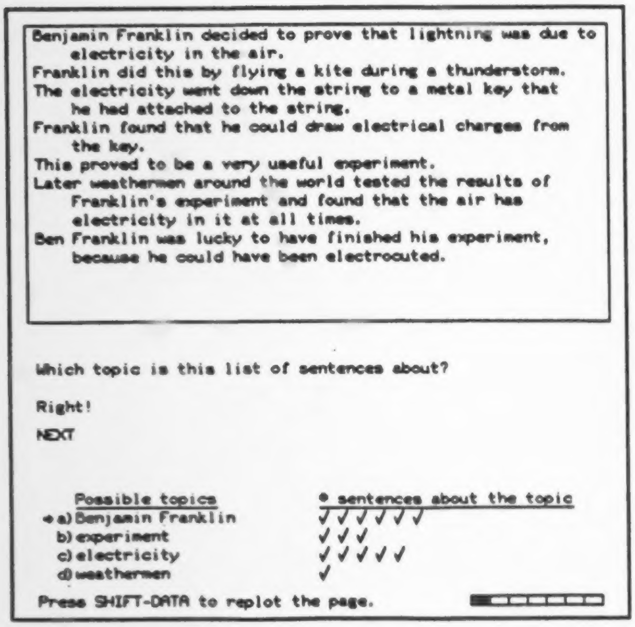
Does this sentence talk about Benjamin Franklin? ❯ no

Yes, it does. NEXT

Possible topics	# sentences about the topic
Benjamin Franklin	✓✓
experiment	
electricity	✓
weathermen	

Press SHIFT-DATA to replot the page.

Figure 1-c



Benjamin Franklin decided to prove that lightning was due to electricity in the air.
Franklin did this by flying a kite during a thunderstorm.
The electricity went down the string to a metal key that he had attached to the string.
Franklin found that he could draw electrical charges from the key.
This proved to be a very useful experiment.
Later weathermen around the world tested the results of Franklin's experiment and found that the air has electricity in it at all times.
Ben Franklin was lucky to have finished his experiment, because he could have been electrocuted.

Which topic is this list of sentences about?

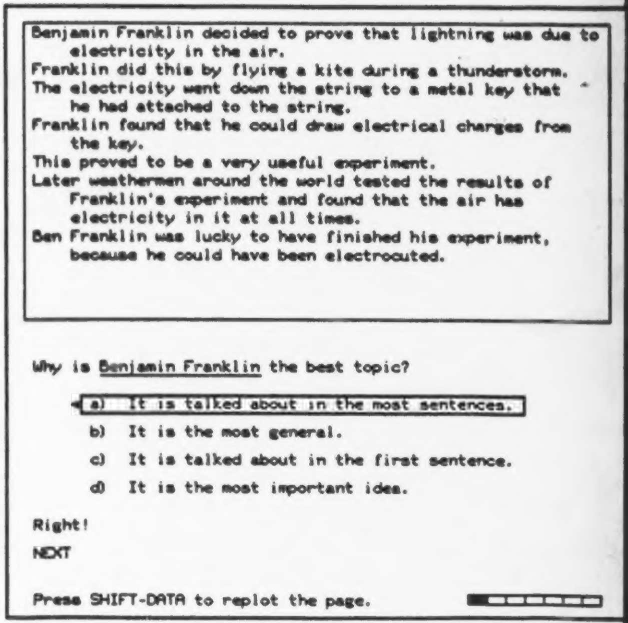
Right!

NEXT

Possible topics	# sentences about the topic
◆ a) Benjamin Franklin	✓✓✓✓✓✓
b) experiment	✓✓✓
c) electricity	✓✓✓✓✓
d) weathermen	✓

Press SHIFT-DATA to replot the page.

Figure 1-d



Benjamin Franklin decided to prove that lightning was due to electricity in the air.
Franklin did this by flying a kite during a thunderstorm.
The electricity went down the string to a metal key that he had attached to the string.
Franklin found that he could draw electrical charges from the key.
This proved to be a very useful experiment.
Later weathermen around the world tested the results of Franklin's experiment and found that the air has electricity in it at all times.
Ben Franklin was lucky to have finished his experiment, because he could have been electrocuted.

Why is Benjamin Franklin the best topic?

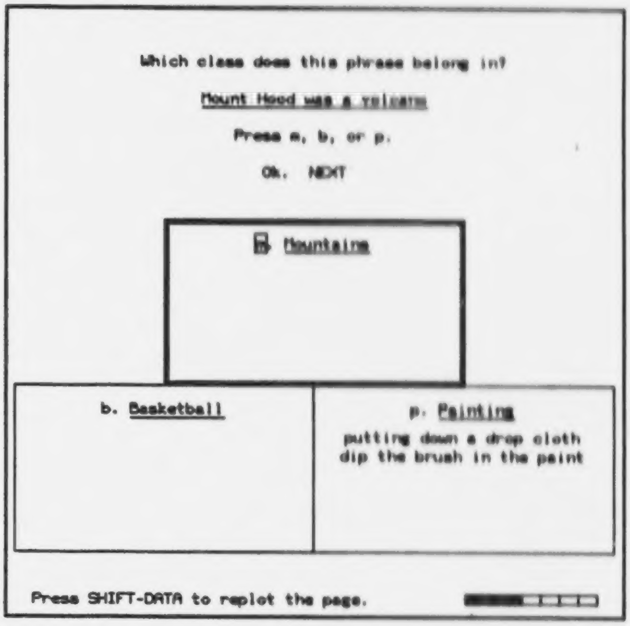
◆ a) It is talked about in the most sentences.
b) It is the most general.
c) It is talked about in the first sentence.
d) It is the most important idea.

Right!

NEXT

Press SHIFT-DATA to replot the page.

Figure 1-e



Which class does this phrase belong in?

Mount Hood was a volcano

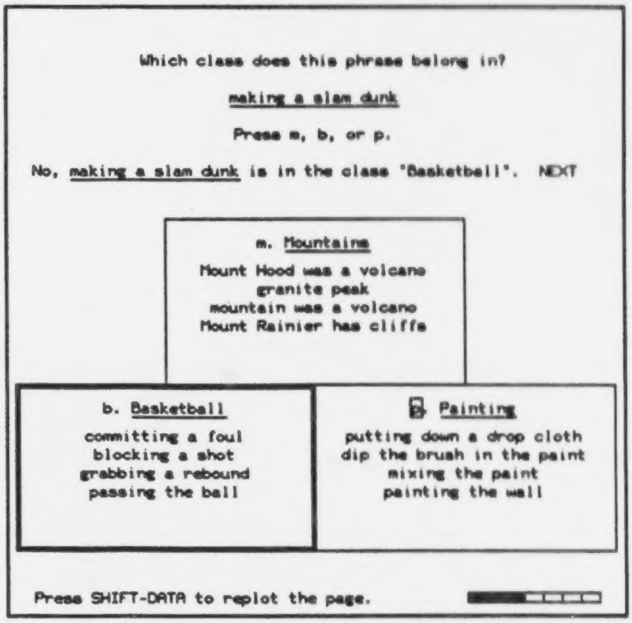
Press m, b, or p.

Ok. NEXT

putting down a drop cloth
dip the brush in the paint

Press SHIFT-DATA to replot the page.

Figure 2-a



Which class does this phrase belong in?

making a slam dunk

Press m, b, or p.

No, making a slam dunk is in the class "Basketball". NEXT

Mount Hood was a volcano
granite peak
mountain was a volcano
Mount Rainier has cliffs

committing a foul
blocking a shot
grabbing a rebound
passing the ball

putting down a drop cloth
dip the brush in the paint
mixing the paint
painting the wall

Press SHIFT-DATA to replot the page.

Figure 2-b

Unit 3

Reading Level C

Objectives

Students who master Unit 3, Reading Level C will learn and assimilate new facts, widen their vocabulary, and will read with increased comprehension and fluency. They will learn:

- to answer "Does this sentence tell...?" by determining whether a sentence does or does not tell the answer to a particular question;
- to answer, "What does the boxed part tell?" by reading a passage with a boxed word or phrase and selecting from several choices the answer to what the boxed part tells;
- to answer a direct question that is presented after a sentence by underlining the part of the sentence that tells the answer;
- to answer a direct question that is presented before a sentence by underlining the part of the sentence that tells the answer;
- to build a paraphrase (single replacement) by filling in a blank in a second sentence, so that both sentences describe the same thing;
- to build a paraphrase (multiple replacement) by filling in blanks in a series of sentences, so that all the sentences describe the same thing;
- to increase reading comprehension and fluency;
- to build vocabulary;
- to learn and assimilate new facts;
- to classify specific phrases under general classes;
- to classify specific sentences under general classes;
- to identify the topic of a number of sentences;
- to identify the topic of a paragraph; and
- to determine which of two words is more specific or is more general.

Lessons

- Reading Comprehension II, Lesson 1
- Reading Comprehension II, Lesson 2
- Reading Comprehension II, Lesson 3
- Pacer Passages IV

- Finding the Main Idea, Lesson 5
- Finding the Main Idea, Lesson 6
- Finding the Main Idea, Lesson 7

Offline Materials

- SRA Reading Lab IIIa: SRA Rate Builders (Violet Level) and SRA Power Builders (Blue Level)

  Students must score at least six out of seven on ten different passages of SRA Rate Builders and six out of seven on three different passages of SRA Power Builders.

Lesson

Reading Comprehension II: Lesson 1

File *reading2*

Authors

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Louis V. DiBello
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J. Michael Felty

Author Affiliation

Courseware & Curriculum Applications (CCA) Group
University of Illinois at Urbana-Champaign

Objectives

- To answer, "Does this sentence tell...?" i.e., to distinguish whether a sentence does or does not tell the answer to a particular question.
- To answer, "What does the boxed part tell?" i.e., to read a passage with a boxed word or phrase and to select from several choices what the boxed part tells.
- To answer a direct question that is presented before or after a passage by underlining the part of the sentence that tells the answer.
- To build a paraphrase (single replacement); i.e., to read a sentence and to fill in a blank in a second sentence, so that both sentences describe the same thing.
- To find and underline information in a one- or two-sentence item that answers the questions: *what kind of* or *how*.
- To discriminate between two adverbial phrases in the same compound or complex sentence.
- To discriminate between adjectives that modify two or more nouns in the same simple, compound, or complex sentence.

Description

This is a two-part lesson, in which students read simple, compound, and complex sentences to answer the questions *what kind of*? or *how*?

Students are introduced to two new concepts: "Build a paraphrase (single replacement)" and "Direct question before a passage."

Students are unaware of the grammatical constructions underlying their responses and simply find information. However, they must determine whether a passage does or does not say a certain thing and must recognize when meanings are the same or different.

Part 1: "Does this sentence tell...?" (six uncued items). Students decide whether a sentence does or does not answer a particular question. The sentence does not always contain the exact words contained in the question.

"What does the boxed part tell?" (four uncued items). Students read a passage with a boxed word or phrase and select from four adverbial phrase choices or from multiple adjectives the answer to "The boxed part tells...."

New concept: "Build a paraphrase (single replacement)" (seven items). Students read a sentence, press NEXT, and another sentence appears on the screen with *one* missing word or phrase. (The second sentence may be identical to the first except for the missing phrase, or may be a syntactic and semantic transformation of the first sentence with a missing phrase.) Message: "Fill in the blank, so that these sentences describe the same thing" (see Figure 1-a).

Students select from four word choices and complete the sentence. Their selection automatically fills in the blank in the second sentence. Sometimes the same sentence reappears, and students are required to fill in a different blank in the sentence. Correct response: proceed to next item. Incorrect response: Message: "No. These sentences do NOT describe the same thing." (see Figure 1-b). Students press ERASE to erase the incorrect selection, choose another answer, and press LAB to have the answer judged (see Figure 1-c).

Part 2: "Direct question after a passage" (five uncued items). Students, presented with a one- or two-sentence passage, find and underline the word(s) that answer(s) *what kind of*? and are single and multiple adjectives in compound and complex sentence.

New concept: "Direct question before a passage" (five uncued items). The procedure is the same as "Direct question after a passage," except that students read a question first and then see a one- or two-sentence passage. They find and underline words that answer *how*? and are adverbial phrases modifying predicates (see Figures 2-a and 2-b, in which a student makes an error and corrects it).

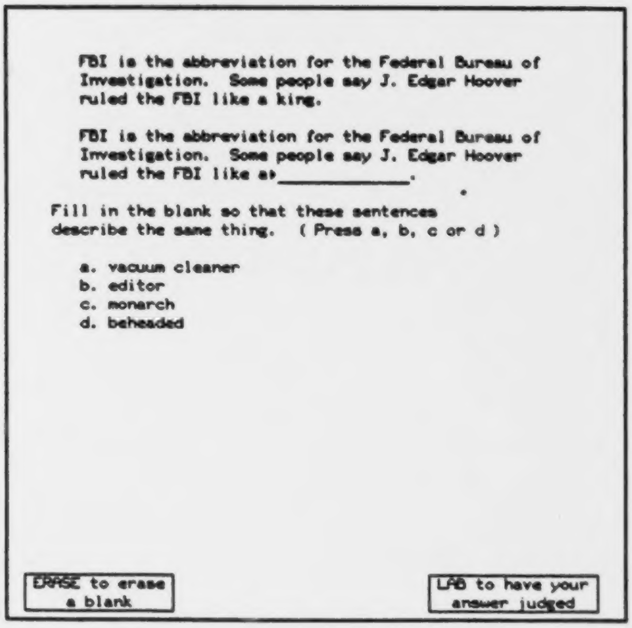
The same sentence sometimes appears more than once, and students answer questions related to *different phrases* in the sentence.

In both parts of the lesson, students discriminate between two adverbial phrases in the same compound and complex sentences; and between adjectives that modify two or more nouns in the same simple, compound, and complex sentence.

Interaction

- Corrective Feedback Paradigm (CFP): After reviewing a missed item, new items teaching the same concept recur at increasing intervals ensuring students master the concept. The new items are variations of the original item.
- The reading comprehension items are mastery-based, and students cannot undertake the next item until they understand and master the first teaching concept.
- Response feedback to correct and incorrect answers is encouraging.
- A message at the bottom of the screen indicates the percent of lesson completed.

Offline Materials	**SRA Reading Lab IIIa: SRA Rate Builders (Violet Level) and SRA Power Builde (Blue Level)**
Intended Audience	**Adolescents and adults**
Completion Time	**45 minutes (self-paced)**
Associated Lessons	**Reading Comprehension I-IV**
Special Note	**Touch or mouse input optional**



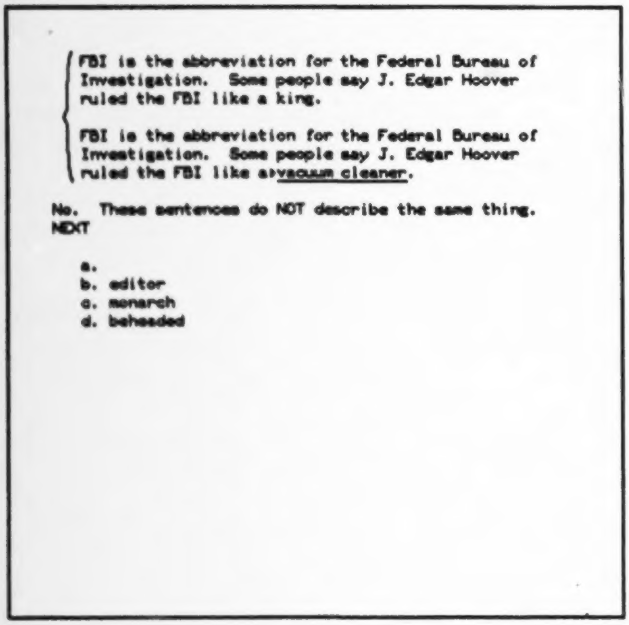
FBI is the abbreviation for the Federal Bureau of Investigation. Some people say J. Edgar Hoover ruled the FBI like a king.

FBI is the abbreviation for the Federal Bureau of Investigation. Some people say J. Edgar Hoover ruled the FBI like a▸______________.

Fill in the blank so that these sentences describe the same thing. (Press a, b, c or d)

a. vacuum cleaner
b. editor
c. monarch
d. beheaded

Figure 1-a

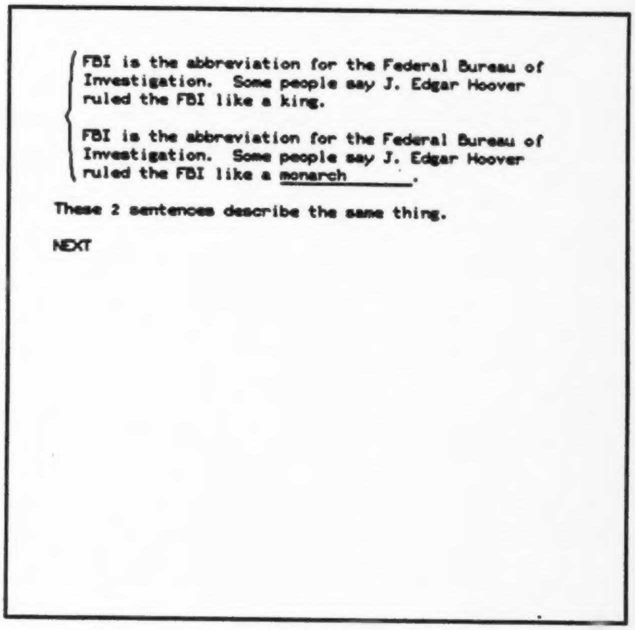

FBI is the abbreviation for the Federal Bureau of Investigation. Some people say J. Edgar Hoover ruled the FBI like a king.

FBI is the abbreviation for the Federal Bureau of Investigation. Some people say J. Edgar Hoover ruled the FBI like a vacuum cleaner.

No. These sentences do NOT describe the same thing.
NEXT

a.
b. editor
c. monarch
d. beheaded

Figure 1-b

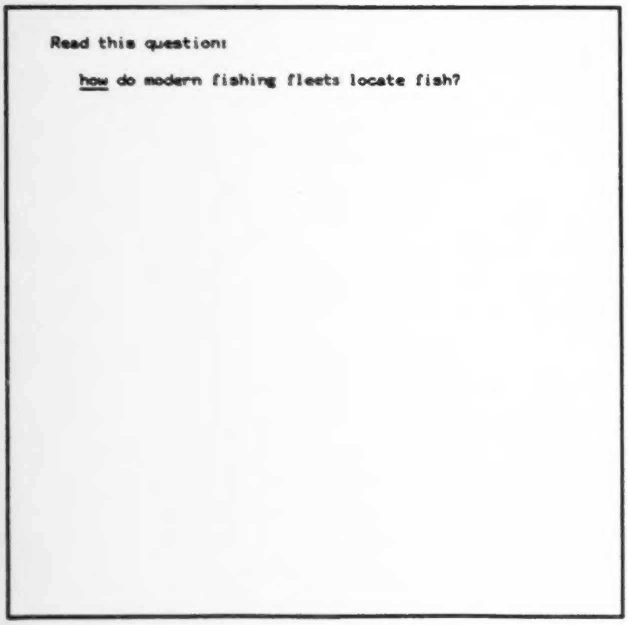

FBI is the abbreviation for the Federal Bureau of Investigation. Some people say J. Edgar Hoover ruled the FBI like a king.

FBI is the abbreviation for the Federal Bureau of Investigation. Some people say J. Edgar Hoover ruled the FBI like a monarch.

These 2 sentences describe the same thing.

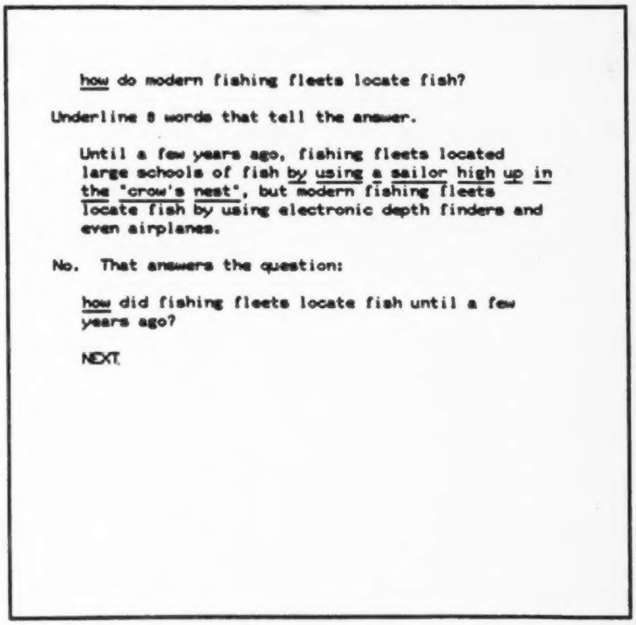
NEXT

Figure 1-c


Read this question:

how do modern fishing fleets locate fish?

Figure 2-a


how do modern fishing fleets locate fish?

Underline 8 words that tell the answer.

Until a few years ago, fishing fleets located large schools of fish by using a sailor high up in the "crow's nest", but modern fishing fleets locate fish by using electronic depth finders and even airplanes.

No. That answers the question:

how did fishing fleets locate fish until a few years ago?

NEXT

Figure 2-b

Lesson

Reading Comprehension II: Lesson 2

File *reading2*

Authors

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Objectives

- To answer, "What does the boxed part tell?" i.e., to read a passage with a boxed word or phrase and to select from several choices what the boxed part tells.

- To build a paraphrase (single replacement); i.e., to read a sentence and to fill in a blank in a second sentence, so that both sentences describe the same thing.

- To answer a direct question that is presented before or after a passage by underlining the part of the passage that tells the answer.

- To find and underline information in a one- or two-sentence item that answers the questions: *when*, *why*, or *what did someone or something do.*

- To discriminate between two adverbial phrases in the same compound and complex sentences.

Description

In this two-part lesson, students read simple, compound, and complex sentences to answer the questions *when*? *why*? and *what did someone/something do*?

Students are unaware of the grammatical constructions underlying their responses and simply find information. However, they must determine whether a passage does or does not say a certain thing and must recognize when meanings are the same or different.

Part 1: "What does the boxed part tell?" (four uncued items). Students select from four adverbial phrase choices or from multiple adjectives the answer to "The boxed part tells...." The one- and two-sentence items contain coordinate clauses and adverbial phrases that answer *when*? *why*? and *what*? (See Figure 1, which shows that a student correctly determines that the boxed part of the item answers a *why* statement.)

"Build a paraphrase (single replacement)" (seven items). Two sentences are presented. Message: "Fill in the blank, so that these sentences describe the same thing." Students select from four choices, and their selection automatically fills the blank. Exact sentences may reappear and students fill in *different phrases* related to the same sentence (see Figures 2-a through 2-c).

Correct response: A parenthesis connects both sentences. Message: "These two sentences describe the same thing." Students proceed to the next item. Incorrect response: Message: "No. These sentences do not describe the same thing." Students press ERASE to erase the incorrect response, select another answer, and press LAB to have the new choice judged.

Occasionally, two or more successive items repeat the same sentence, and students answer different questions related to each sentence.

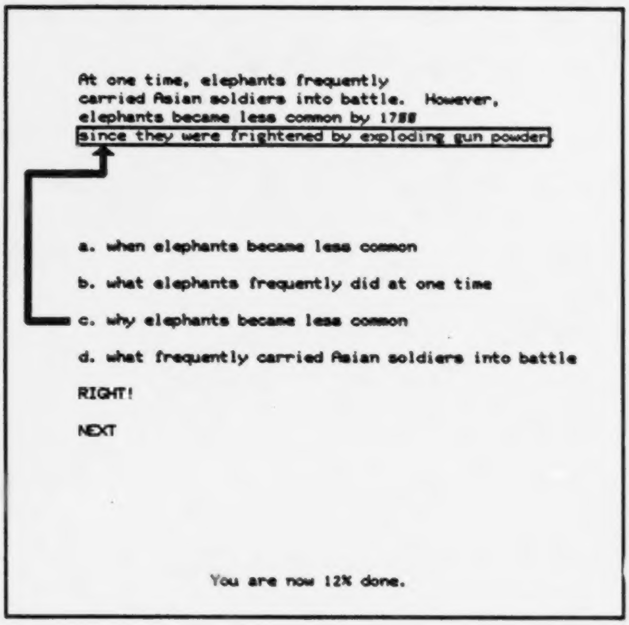
"Direct question before a passage" (five uncued items). Students answer a direct question presented before sentence item: they read a question and then follow directions: "Underline the words that tell the answer."

Part 2: "Direct question after a passage" (five uncued items). Students answer a direct question presented after the sentence item: they read an item, read directions: "Underline the words that tell the answer," and then read a question. They select from one- and two-sentence items coordinate clauses and adverbial phrases that answer *when*? and *why*? (see Figure 3-a).

In Figure 3-b, a student underlines too many words. A discrimination error (*what* instead of *when*) occurs in Figure 3-c. Additional items will be inserted in the lesson until the student masters this discrimination.

"Build a paraphrase (single replacement)" (eight items). The items are similar to those presented in Part 1.

Interaction	• Corrective Feedback Paradigm (CFP): After reviewing a missed item, new items teaching the same concept recur at increasing intervals ensuring students master the concept. The new items are variations of the original item. • The reading comprehension items are mastery-based, and students cannot undertake the next item until they understand and master the first teaching concept. • Response feedback to correct and incorrect answers is encouraging. • A message at the bottom of the screen indicates the percent of lesson completed.
Offline Materials	SRA Reading Lab IIIa: SRA Rate Builders (Violet Level) and SRA Power Builders (Blue Level)
Intended Audience	Adolescents and adults
Completion Time	45 minutes (self-paced)
Associated Lessons	Reading Comprehension I-IV
Special Note	Touch or mouse input optional



At one time, elephants frequently carried Asian soldiers into battle. However, elephants became less common by 1700 since they were frightened by exploding gun powder.

a. when elephants became less common

b. what elephants frequently did at one time

c. why elephants became less common

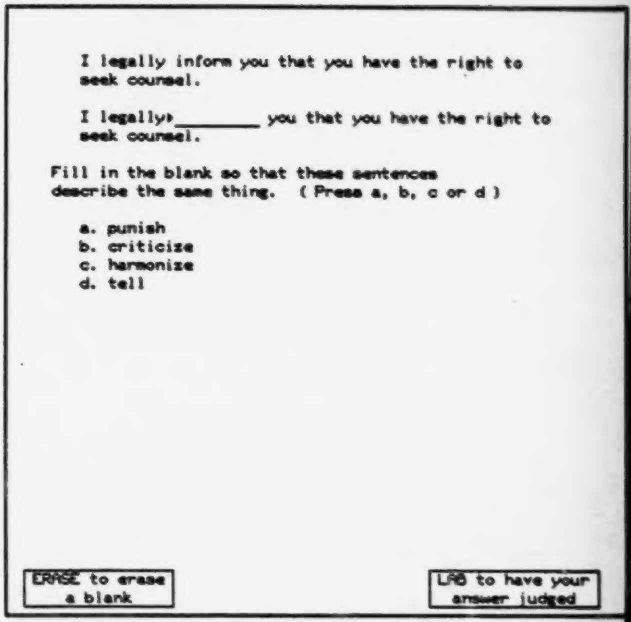
d. what frequently carried Asian soldiers into battle

RIGHT!

NEXT

You are now 12% done.

Figure 1



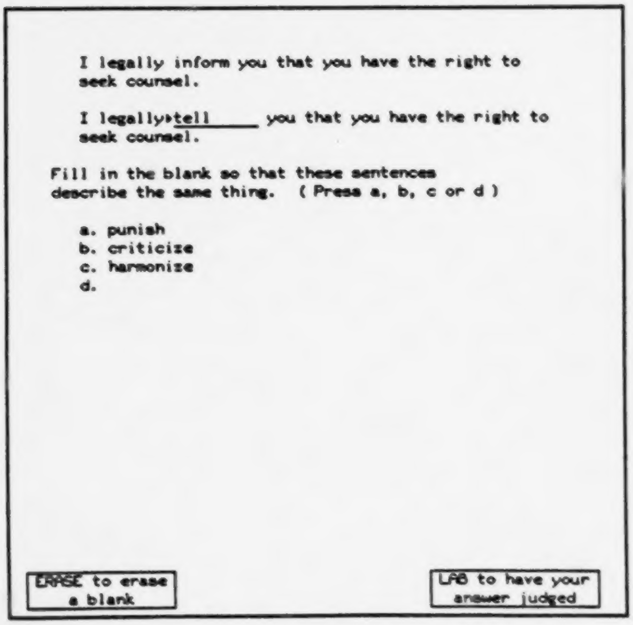
I legally inform you that you have the right to seek counsel.

I legally▸________ you that you have the right to seek counsel.

Fill in the blank so that these sentences describe the same thing. (Press a, b, c or d)

a. punish
b. criticize
c. harmonize
d. tell

Figure 2-a



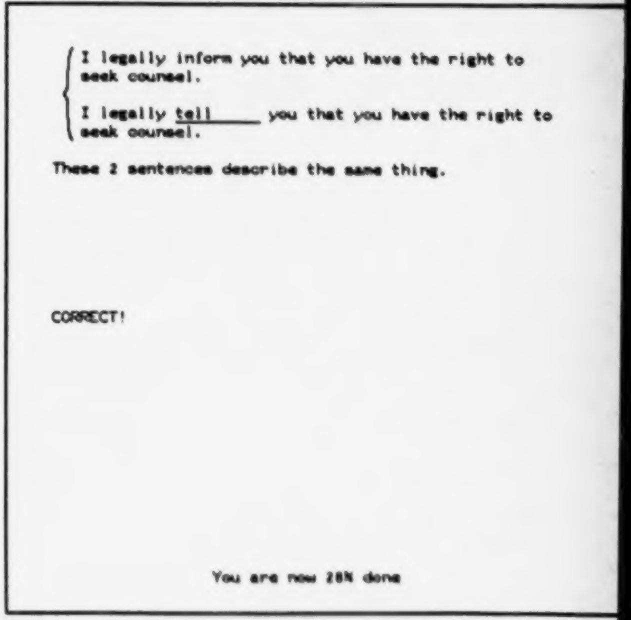
I legally inform you that you have the right to seek counsel.

I legally▸tell______ you that you have the right to seek counsel.

Fill in the blank so that these sentences describe the same thing. (Press a, b, c or d)

a. punish
b. criticize
c. harmonize
d.

Figure 2-b



I legally inform you that you have the right to seek counsel.

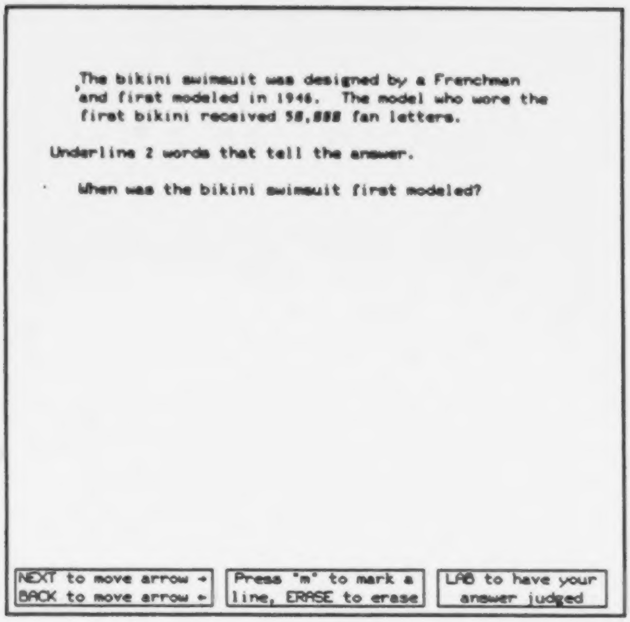
I legally tell______ you that you have the right to seek counsel.

These 2 sentences describe the same thing.

CORRECT!

You are now 28% done

Figure 2-c



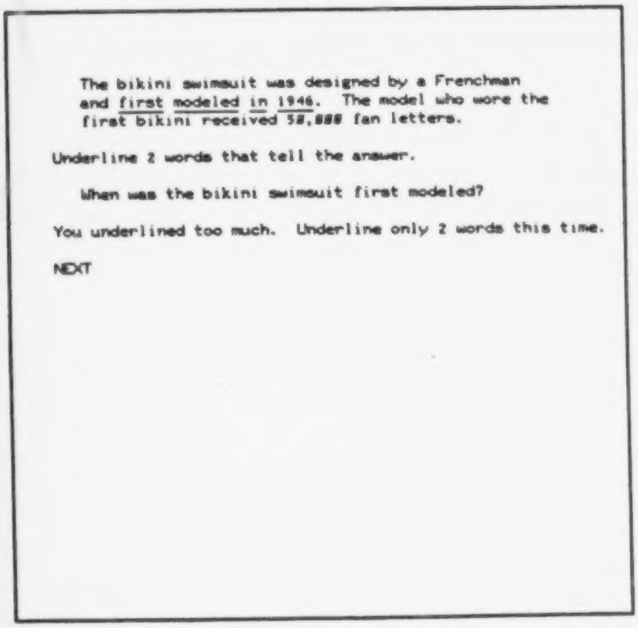
The bikini swimsuit was designed by a Frenchman and first modeled in 1946. The model who wore the first bikini received 50,000 fan letters.

Underline 2 words that tell the answer.

When was the bikini swimsuit first modeled?

NEXT to move arrow →
BACK to move arrow ←
Press 'm' to mark a line, ERASE to erase
LAB to have your answer judged

Figure 3-a



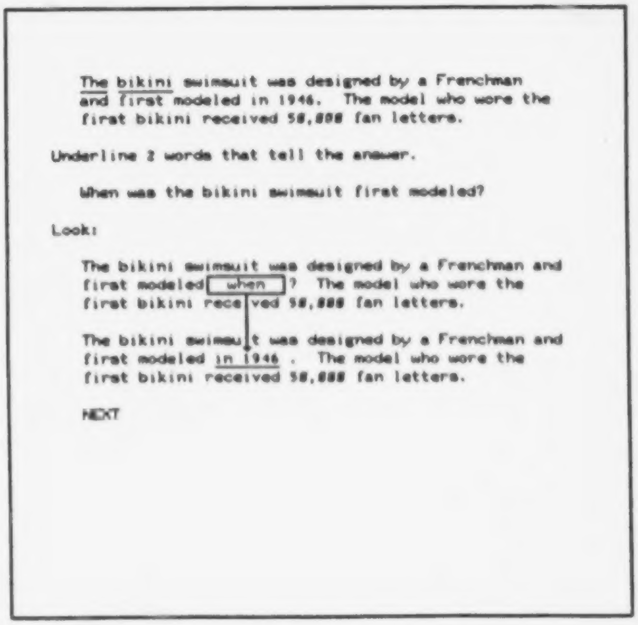
The bikini swimsuit was designed by a Frenchman and first modeled in 1946. The model who wore the first bikini received 50,000 fan letters.

Underline 2 words that tell the answer.

When was the bikini swimsuit first modeled?

You underlined too much. Underline only 2 words this time.

Figure 3-b



The bikini swimsuit was designed by a Frenchman and first modeled in 1946. The model who wore the first bikini received 50,000 fan letters.

Underline 2 words that tell the answer.

When was the bikini swimsuit first modeled?

Look:

The bikini swimsuit was designed by a Frenchman and first modeled when ? The model who wore the first bikini received 50,000 fan letters.

The bikini swimsuit was designed by a Frenchman and first modeled in 1946 . The model who wore the first bikini received 50,000 fan letters.

Figure 3-c

Lesson

Reading Comprehension II: Lesson 3

File *reading2*

Authors
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Objectives

- To answer, "What does the boxed part tell?" i.e., to read a passage with a boxed word or phrase and to select from several choices what the boxed part tells.
- To build a paraphrase (multiple replacement); i.e., to paraphrase by filling in blanks in a series of sentences, so that all the sentences describe the same thing.
- To answer a direct question that is presented before a passage by underlining the part of the passage that tells the answer.
- To answer, "Does this sentence tell...?" i.e., to distinguish whether a sentence does or does not tell the answer to a particular question.
- To find and underline information in a two- or three-sentence item that answers the questions: *what*, *what kind of*, *how*, *how much*, *how many*, or *where*.
- To recognize synonyms and synonymous phrases.
- To discriminate between two adverbial phrases in the same compound or complex sentence.
- To build vocabulary.

Description

In this two-part lesson, students read an item that contains two or three simple, compound, or complex sentences and select phrases that answer *what*? *what kind of*? *how*? *how much*? *how many*? or *where*?

Students are introduced to a new concept: "Build a paraphrase (multiple replacement)," in which one sentence is transformed into a group of three or four sentences that all describe the same thing.

The lesson vocabulary is somewhat advanced compared to previous lessons, and teachers may wish to review new words before students begin the lesson.

Students are unaware of the grammatical constructions underlying their responses and simply find information. However, they must determine whether a passage does or does not say a certain thing and must recognize when meanings are the same or different.

Part 1: "The boxed part tells...." (five uncued items). Students select from four-word phrase choices to answer the question. Some two-and three-sentence items refer to the habits and habitats of monkeys. Students must discriminate, e.g., in sentences referring to different species, they must select a phrase that describes the habits of one specie.

New concept: "Build a paraphrase (multiple replacement)" (five items). Students read a sentence, press NEXT, and a second sentence appears and contains a blank. Students fill in the missing word(s) to make both sentences describe the same thing. Then, they fill blanks in one or more sentences by selecting from four choices a synonym or synonymous phrase, so that the three or four sentences describe the same thing (see Figures 1-a through 1-c).

"Direct question before a passage" (five uncued items). Students read a question and underline from three to thirteen words in a passage to answer the question. In some cases, multiple questions are asked about the same item.

Part 2: "Build a paraphrase (multiple replacement)" (three items). Students paraphrase as they did in Part 1. Subjects include *Cro-Magnon man*, *athletic clubs*, and *Louisiana Purchase*.

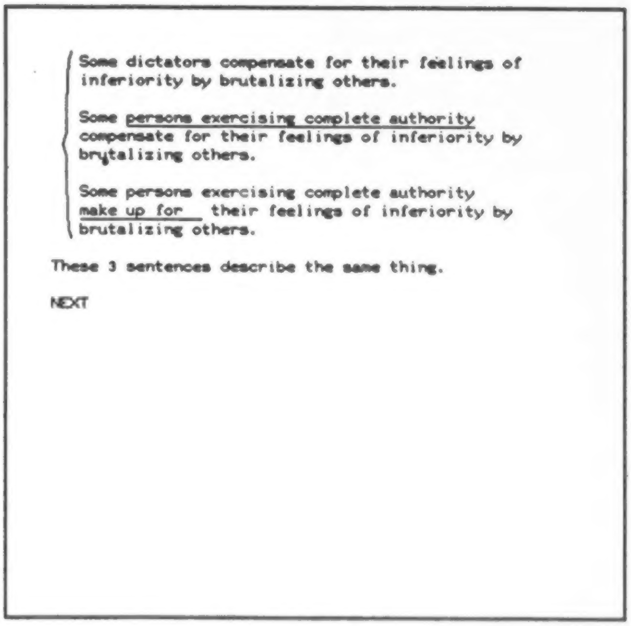
"Does this sentence tell...?" (eight uncued items). Students answer this question by choosing "Yes" or "No," and if the correct answer is "Yes," they underline, in one- and two-sentence items, the part that answers the question. In Figure 2-a, a student answers "No" and is correct. In Figure 2-b, which contains a longer passage, the student should answer "No" again to the same question he answered in Figure 2-a.

In Figure 3-a, a student answers "Yes" and is correct. In Figure 3-b, the student underlines the wrong part of the passage. Corrective feedback is provided in Figure 3-c, and the student underlines the correct words in Figure 3-d. Note that the *percent done message* has been suspended. Additional items will be inserted in the lesson until the student masters this concept.

Interaction

- Corrective Feedback Paradigm (CFP): After reviewing a missed item, new items teaching the same concept recur at increasing intervals ensuring students master the concept. The new items are variations of the original item.
- The reading comprehension items are mastery-based, and students cannot undertake the next item until they understand and master the first teaching concept.
- Response feedback to correct and incorrect answers is encouraging.
- A message at the bottom of the screen indicates the percent of lesson completed.

Offline Materials	SRA Reading Lab IIIa: SRA Rate Builders (Violet Level) and SRA Power Builders (Blue Level)
Intended Audience	Adolescents and adults
Completion Time	45 minutes (self-paced)
Associated Lessons	Reading Comprehension I-IV
Special Note	Touch or mouse input optional



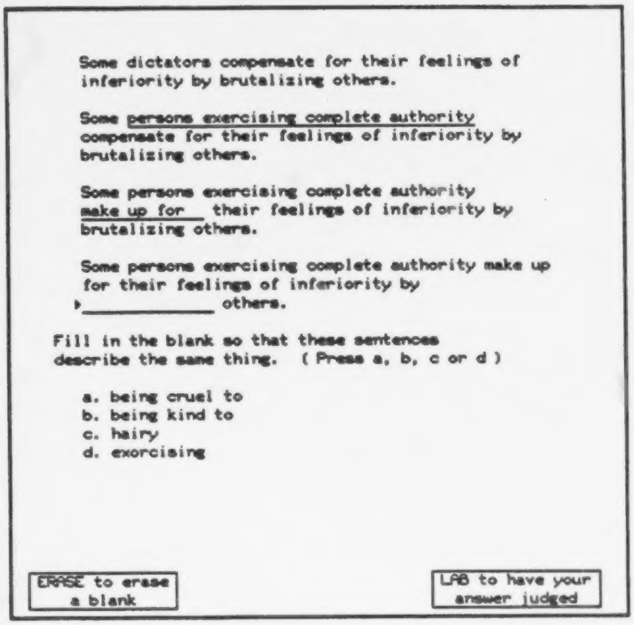
Some dictators compensate for their feelings of inferiority by brutalizing others.

Some persons exercising complete authority compensate for their feelings of inferiority by brutalizing others.

Some persons exercising complete authority make up for their feelings of inferiority by brutalizing others.

These 3 sentences describe the same thing.

Figure 1-a



Some dictators compensate for their feelings of inferiority by brutalizing others.

Some persons exercising complete authority compensate for their feelings of inferiority by brutalizing others.

Some persons exercising complete authority make up for their feelings of inferiority by brutalizing others.

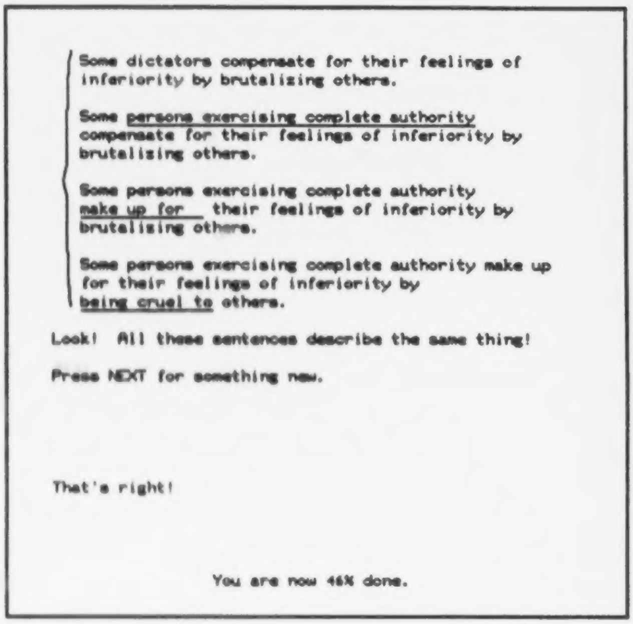
Some persons exercising complete authority make up for their feelings of inferiority by

▸_______________ others.

Fill in the blank so that these sentences describe the same thing. (Press a, b, c or d)

a. being cruel to
b. being kind to
c. hairy
d. exorcising

Figure 1-b



Some dictators compensate for their feelings of inferiority by brutalizing others.

Some persons exercising complete authority compensate for their feelings of inferiority by brutalizing others.

Some persons exercising complete authority make up for their feelings of inferiority by brutalizing others.

Some persons exercising complete authority make up for their feelings of inferiority by being cruel to others.

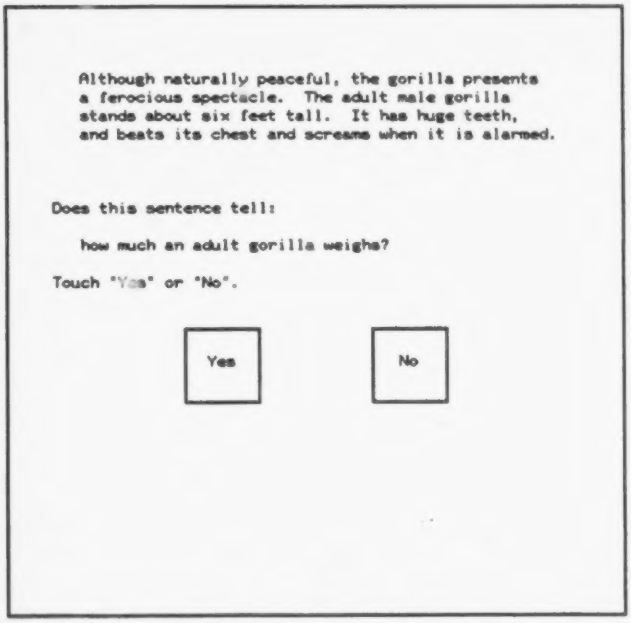
Look! All these sentences describe the same thing!

Press NEXT for something new.

That's right!

You are now 46% done.

Figure 1-c



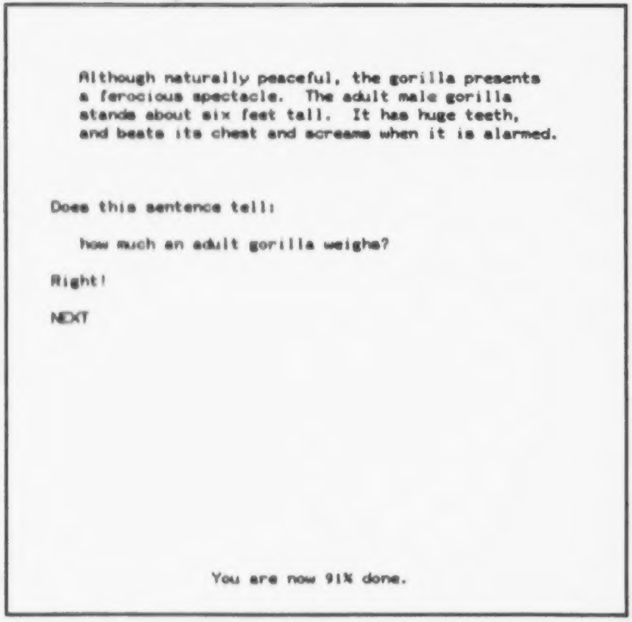
Although naturally peaceful, the gorilla presents a ferocious spectacle. The adult male gorilla stands about six feet tall. It has huge teeth, and beats its chest and screams when it is alarmed.

Does this sentence tell:

how much an adult gorilla weighs?

Touch "Yes" or "No".

Figure 2-a



Although naturally peaceful, the gorilla presents a ferocious spectacle. The adult male gorilla stands about six feet tall. It has huge teeth, and beats its chest and screams when it is alarmed.

Does this sentence tell:

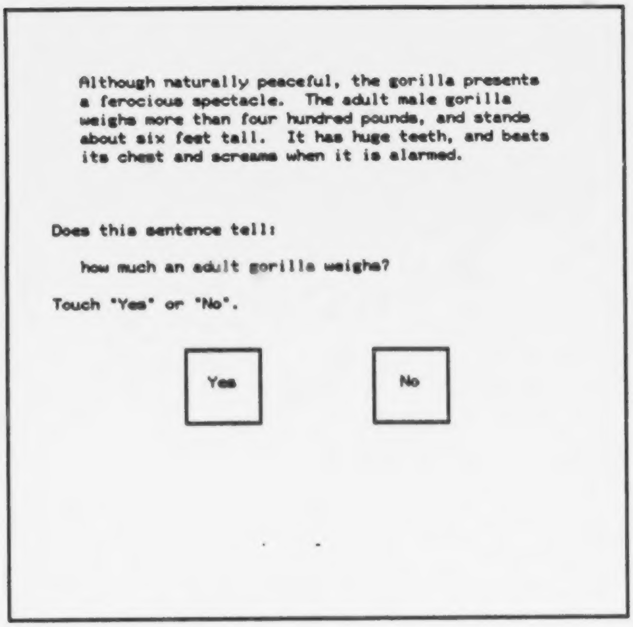
how much an adult gorilla weighs?

Right!

NEXT

You are now 91% done.

Figure 2-b



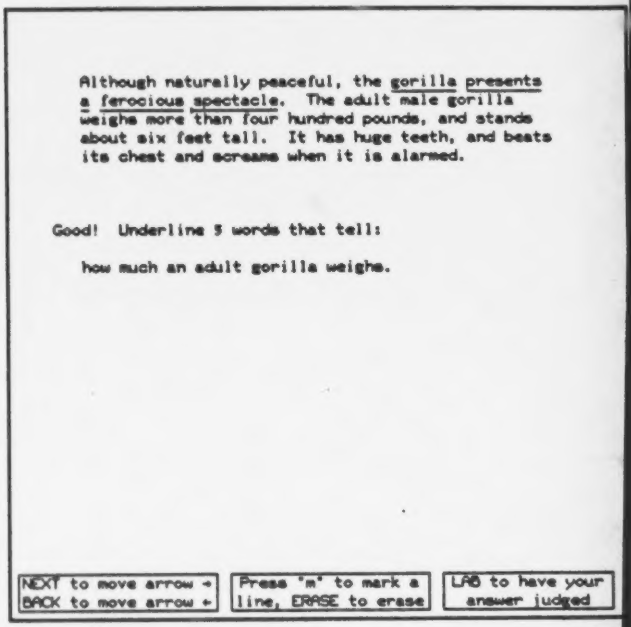
Although naturally peaceful, the gorilla presents
a ferocious spectacle. The adult male gorilla
weighs more than four hundred pounds, and stands
about six feet tall. It has huge teeth, and beats
its chest and screams when it is alarmed.

Does this sentence tell:

how much an adult gorilla weighs?

Touch "Yes" or "No".

Figure 3-a



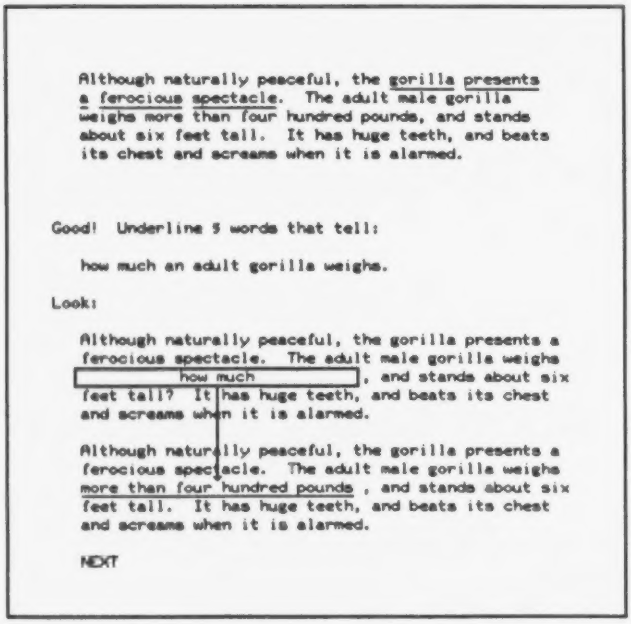
Although naturally peaceful, the gorilla presents
a ferocious spectacle. The adult male gorilla
weighs more than four hundred pounds, and stands
about six feet tall. It has huge teeth, and beats
its chest and screams when it is alarmed.

Good! Underline 5 words that tell:

how much an adult gorilla weighs.

NEXT to move arrow →
BACK to move arrow ←
Press "m" to mark a line, ERASE to erase
LAB to have your answer judged

Figure 3-b



Although naturally peaceful, the gorilla presents
a ferocious spectacle. The adult male gorilla
weighs more than four hundred pounds, and stands
about six feet tall. It has huge teeth, and beats
its chest and screams when it is alarmed.

Good! Underline 5 words that tell:

how much an adult gorilla weighs.

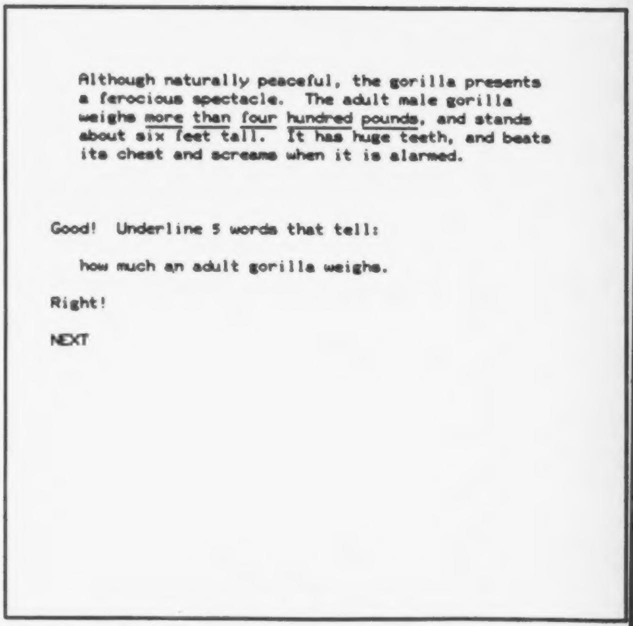
Look:

Although naturally peaceful, the gorilla presents a
ferocious spectacle. The adult male gorilla weighs
how much, and stands about six
feet tall? It has huge teeth, and beats its chest
and screams when it is alarmed.

Although naturally peaceful, the gorilla presents a
ferocious spectacle. The adult male gorilla weighs
more than four hundred pounds , and stands about six
feet tall. It has huge teeth, and beats its chest
and screams when it is alarmed.

NEXT

Figure 3-c



Although naturally peaceful, the gorilla presents
a ferocious spectacle. The adult male gorilla
weighs more than four hundred pounds, and stands
about six feet tall. It has huge teeth, and beats
its chest and screams when it is alarmed.

Good! Underline 5 words that tell:

how much an adult gorilla weighs.

Right!

NEXT

Figure 3-d

Lesson **Pacer Passages IV**

File *pacer04*

Authors Based on an idea developed by the PLATO Elementary Reading Project at the University of Illinois and adapted by Martin A. Siegel, Elaine C. Bruner, and Bruce M. Maggs.

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Objectives

- To increase reading comprehension and reading fluency.
- To build vocabulary.
- To learn and assimilate new facts.

Description This four-part lesson, on a slightly higher academic level than *Pacer Passages I, II, or III*, consists of reading comprehension passages related to two science topics and two animal stories. The titles of the science stories describe their content. The animal stories are about a seeing-eye dog and preparing a lamb to enter a county fair exhibition.

The self-paced passages are composed of simple, compound, and complex sentences, and students are encouraged to increase reading fluency as well as comprehension. On-screen graphs indicate how long they spend reading a passage, how many words they read in minutes or seconds, and the percentage of their correct responses.

Passage titles: *Terrarium*, *Rain Forest*, *Hilda*, and *Erik the Lamb*. Students read 15 to 21 sentences on each subject. They are encouraged (after answering comprehension questions on each passage and viewing cumulative graphed scores) to reread the passages and increase reading fluency. See Figure 1 for the passage *Terrarium.*

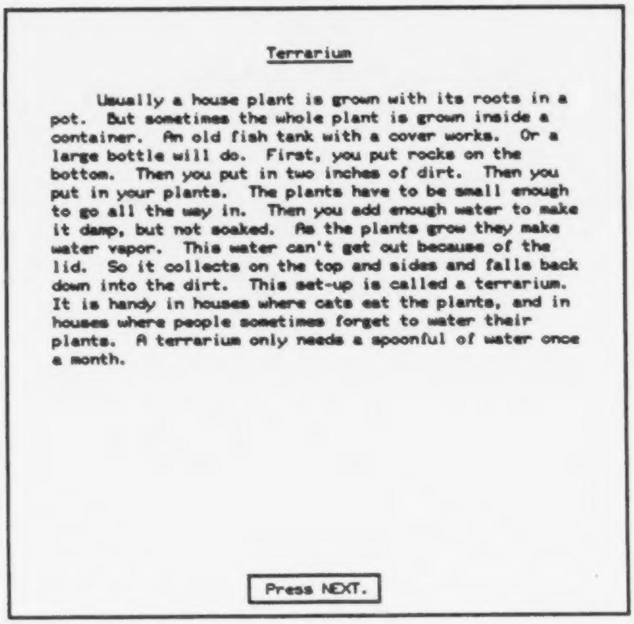
Students practice reading a short passage sentence by sentence, and when they answer three questions correctly, proceed to the next passage.

Interaction

- Press LAB to read passage sentence by sentence.
- When students answer a comprehension question, "Right" appears next to a correct selection (see Figure 2).
- When they miss an item, "Wrong" appears next to the error. A message, "READ THIS AND TRY AGAIN," appears on the screen below, and students see the part of the passage that contains the correct answer to the item.
- Message: "You read the passage in ___ seconds or in ___ minutes. You read ___ words per minute. Now, let's see how well you understood it."

- After students read all passages, two graphs plot their scores: words per minutes for each of four passages and percent accuracy for each passage.

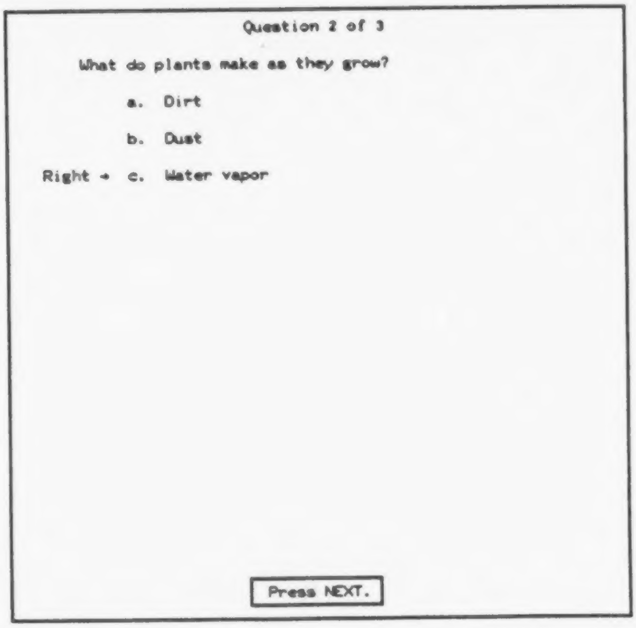
Offline Materials	SRA Reading Lab IIIa: SRA Rate Builders (Violet Level) and SRA Power Builders (Blue Level)
Intended Audience	Adolescents and adults
Completion Time	30 minutes (self-paced)
Associated Lessons	Pacer Passages I-XIII



Terrarium

Usually a house plant is grown with its roots in a pot. But sometimes the whole plant is grown inside a container. An old fish tank with a cover works. Or a large bottle will do. First, you put rocks on the bottom. Then you put in two inches of dirt. Then you put in your plants. The plants have to be small enough to go all the way in. Then you add enough water to make it damp, but not soaked. As the plants grow they make water vapor. This water can't get out because of the lid. So it collects on the top and sides and falls back down into the dirt. This set-up is called a terrarium. It is handy in houses where cats eat the plants, and in houses where people sometimes forget to water their plants. A terrarium only needs a spoonful of water once a month.

Figure 1



Question 2 of 3

What do plants make as they grow?

a. Dirt

b. Dust

Right → c. Water vapor

Figure 2

Lesson

Finding the Main Idea: Lesson 5

File *mainidea*

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Martin A. Siegel
Robert C. Dixon

Author Affiliation
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Objectives

- To classify specific words or specific phrases under general classes.
- To identify the topic of a number of sentences.
- To build vocabulary.
- To infer from previous reading the meaning of words and phrases.

Description This six-item lesson reviews classification and finding the topic of a number of sentences.

Items 1, 2, 3, 5, and 6: Finding the topic of a number of sentences. In these five items, students read five- to nine-sentence passages and answer, "Which topic is this list of sentences about?" Topics include: *air pressure*, *scientists*, *tornadoes*, *the earth's surface*, and *tornadoes and hurricanes*.

See Figures 1-a through 1-c, which relate to *the earth's surface*.

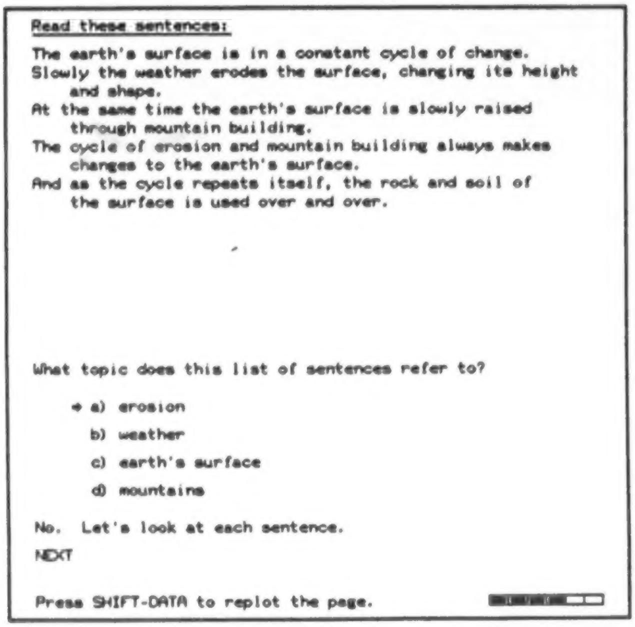
If students cannot select a general topic for the list of sentences and answer an item incorrectly, they receive a message: "No. Let's look at each sentence." Then, they respond to "Does this sentence talk about ___?" for each sentence in the passage they read previously.

Boxes at the bottom of the screen list (1) possible topics, and (2) number of sentences about the topic. Correct response: a checkmark appears next to possible topics in "# of sentences" box, and a large, blank box at the top of the screen fills, a sentence at a time, with the original sentences. Students select the general topic of the sentences by referring to the most checkmarks next to possible topics.

Incorrect response comment: If students answer "No" in error, the computer response is "Yes it does"—and the correct word or phrase is linked by a bar to the word or phrase in the sentence.

Item 4: Word and phrase classification. Students sort four or five specific words or phrases under three general classes: *mountains*, *bad weather*, *Richard and Sandra*; or *baseball*, *mammals*, and *fish* (see Figures 2-a and 2-b).

Interaction	• Boxes and blanks in sentences fill with selected word or phrase responses. • Boxes in a progress bar at the bottom of the screen fill as each item is completed correctly. • Response feedback to correct and incorrect answers is encouraging.
Offline Materials	SRA Reading Lab IIIa: SRA Rate Builders (Violet Level) and SRA Power Builders (Blue Level)
Intended Audience	Adolescents and adults
Completion Time	45 minutes (self-paced)
Associated Lessons	Finding the Main Idea, Lessons 1-20



```
Read these sentences:
The earth's surface is in a constant cycle of change.
Slowly the weather erodes the surface, changing its height
    and shape.
At the same time the earth's surface is slowly raised
    through mountain building.
The cycle of erosion and mountain building always makes
    changes to the earth's surface.
And as the cycle repeats itself, the rock and soil of
    the surface is used over and over.

What topic does this list of sentences refer to?

   ➜ a) erosion

     b) weather

     c) earth's surface

     d) mountains

No.  Let's look at each sentence.

NEXT

Press SHIFT-DATA to replot the page.
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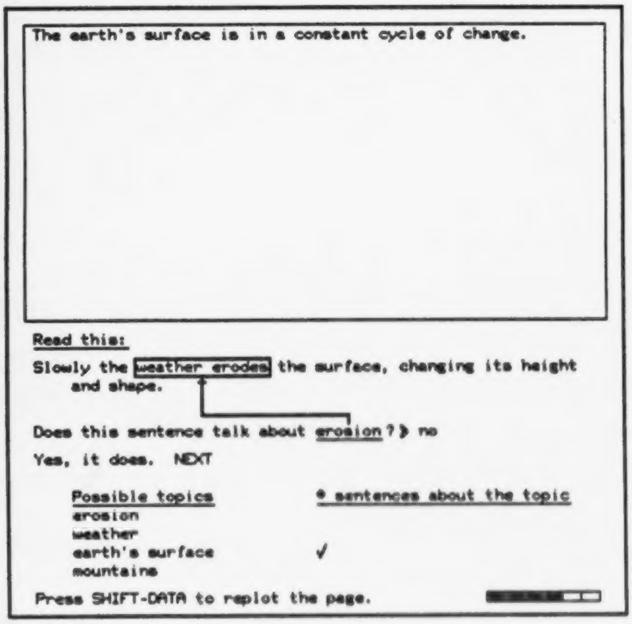
Figure 1-a



The earth's surface is in a constant cycle of change.

Read this:

Slowly the weather erodes the surface, changing its height and shape.

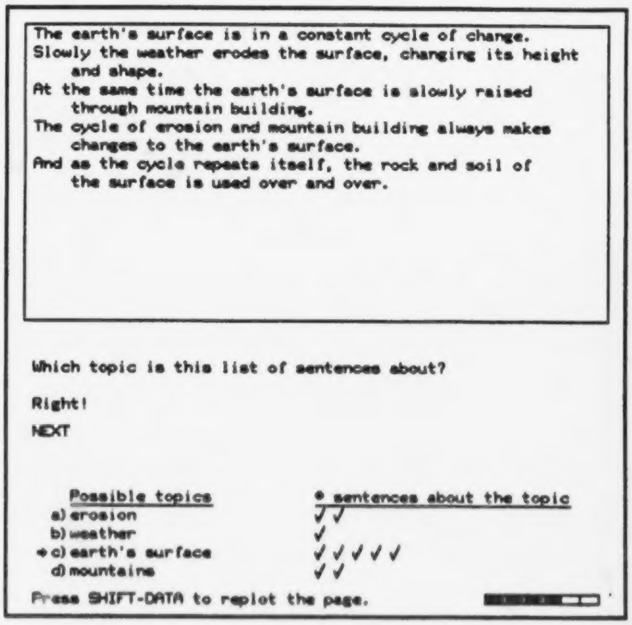
Does this sentence talk about erosion? ❯ no

Yes, it does. NEXT

Possible topics	# sentences about the topic
erosion	
weather	
earth's surface	✓
mountains	

Press SHIFT-DATA to replot the page.

Figure 1-b



The earth's surface is in a constant cycle of change.
Slowly the weather erodes the surface, changing its height and shape.
At the same time the earth's surface is slowly raised through mountain building.
The cycle of erosion and mountain building always makes changes to the earth's surface.
And as the cycle repeats itself, the rock and soil of the surface is used over and over.

Which topic is this list of sentences about?

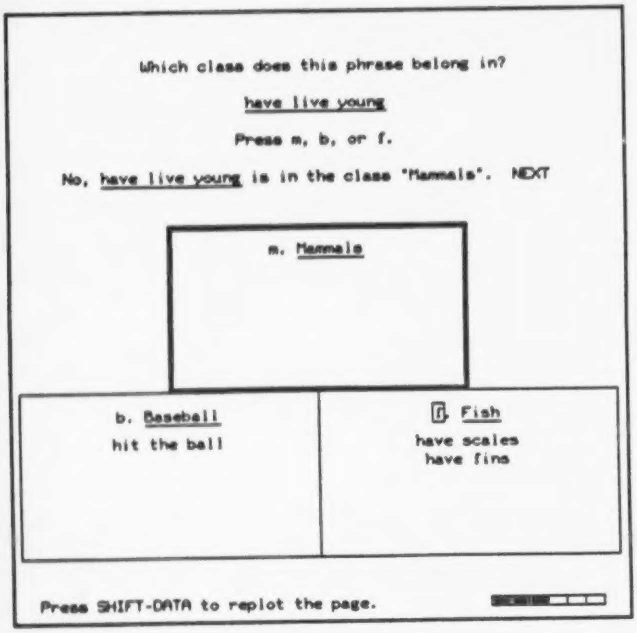
Right!

NEXT

Possible topics	# sentences about the topic
a) erosion	✓✓
b) weather	✓
➜ c) earth's surface	✓✓✓✓✓
d) mountains	✓✓

Press SHIFT-DATA to replot the page.

Figure 1-c



Which class does this phrase belong in?

have live young

Press m, b, or f.

No, have live young is in the class "Mammals". NEXT

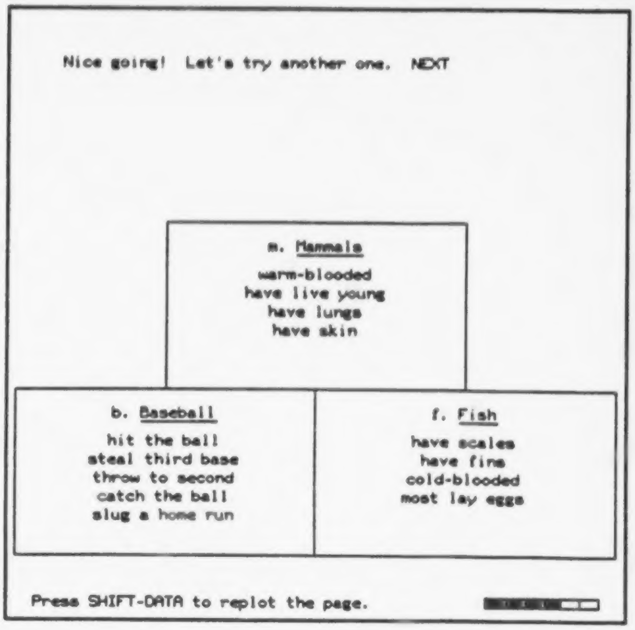
m. Mammals

b. Baseball
hit the ball

f. Fish
have scales
have fins

Press SHIFT-DATA to replot the page.

Figure 2-a



Nice going! Let's try another one. NEXT

m. Mammals
warm-blooded
have live young
have lungs
have skin

b. Baseball
hit the ball
steal third base
throw to second
catch the ball
slug a home run

f. Fish
have scales
have fins
cold-blooded
most lay eggs

Press SHIFT-DATA to replot the page.

Figure 2-b

Lesson

Finding the Main Idea: Lesson 6

File *mainidea*

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Objectives

- To classify specific sentences under general classes.
- To identify the topic of a number of sentences.
- To determine which of two words is more specific or more general.
- To build vocabulary.
- To infer from previous reading the meaning of words and phrases.

Description

This is a six-item lesson, in which students classify specific sentences under general classes, indicate the topic of a number of sentences, and are introduced to a new concept, superordination.

Items 1 and 2: Sentence classification. Students sort six specific phrases or simple sentences under two general classes: *people working* and *reptiles eating* (see Figures 1-a and 1-b), and sort five specific phrases or simple sentences under the general classes: *they did the gardening* and *looking for fossils*.

Items 3 and 4: Finding the topic of a number of sentences. The procedure in this lesson replicates that of previous *Finding the Main Idea* lessons. Students read passages containing six or seven simple, compound, and complex sentences and answer, "What is the best topic for this list of sentences?" Topics include: *tornadoes* and *floods*.

Items 5 and 6: Determining which of two words is more specific or more general. Students are given lists of words belonging to four general classes under a superordinate name that pertains to all the classes. They must determine which of two words presented in a sentence is either more general or more specific than the other.

In Item 5, students are presented with four boxes headed by *Mammal*, *Reptile*, *Insect*, *Fish*. Each box contains a list of nine or ten specific words that belong in the particular class. A heading over the four boxes reads *Animal*.

See Figures 2-a through 2-e, which illustrate this item.

Students read, "Reptile is more specific than animal because reptile includes fewer kinds of things than mammal." Students are cued, as they read examples, to attend to the appropriate box (in this case, the *Reptile* box) because its borders are highlighted to help them find answers.

In the next section, a sentence containing a blank is presented, "Human is more specific than mammal because human includes ____ than mammal." Students press *f* for *fewer kinds of things* or *m* for *more kinds of things* to fill in the blank and to answer, "Which phrase belongs in the blank?"

In the last section, students select *fewer/more kinds of things* or *more specific/more general* to fill blanks in two-sentence items.

In Item 6, two boxes headed by *Stormy Weather* and *Fair Weather* appear under the heading, *Weather*. The item follows the same procedure as Item 5, except that when students answer, boxes are not highlighted to help them find the correct answer.

Interaction

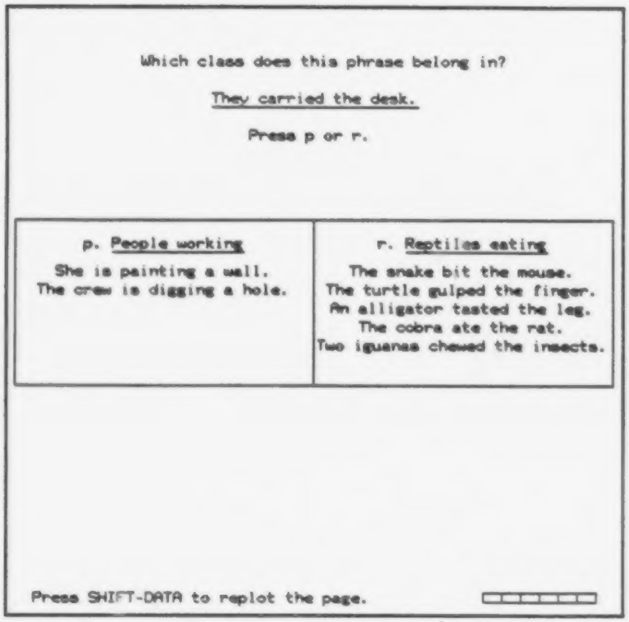
- Boxes and blanks in sentences fill with selected word, phrase, or sentence responses.
- Boxes in a progress bar at the bottom of the screen fill as each item is completed correctly.
- Response feedback to correct and incorrect answers is encouraging.

Offline Materials SRA Reading Lab IIIa: SRA Rate Builders (Violet Level) and SRA Power Builders (Blue Level)

Intended Audience Adolescents and adults

Completion Time 45 minutes (self-paced)

Associated Lessons Finding the Main Idea, Lessons 1-20



Which class does this phrase belong in?

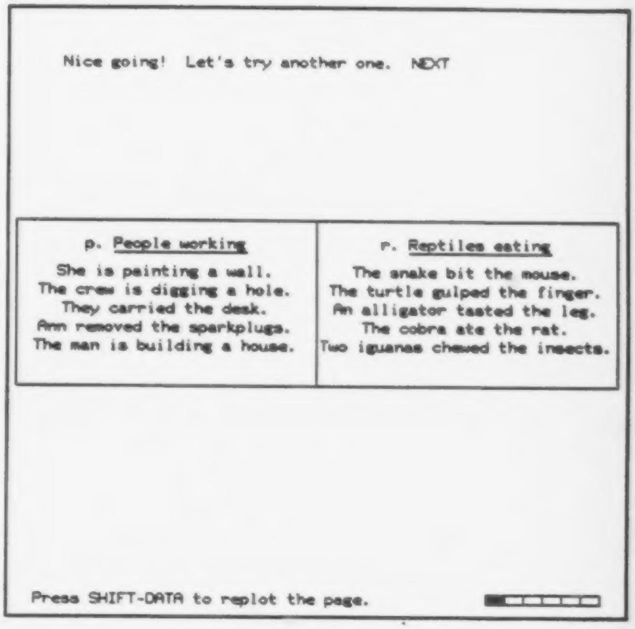
They carried the desk.

Press p or r.

p. People working	r. Reptiles eating
She is painting a wall.	The snake bit the mouse.
The crew is digging a hole.	The turtle gulped the finger.
	An alligator tasted the leg.
	The cobra ate the rat.
	Two iguanas chewed the insects.

Press SHIFT-DATA to replot the page.

Figure 1-a

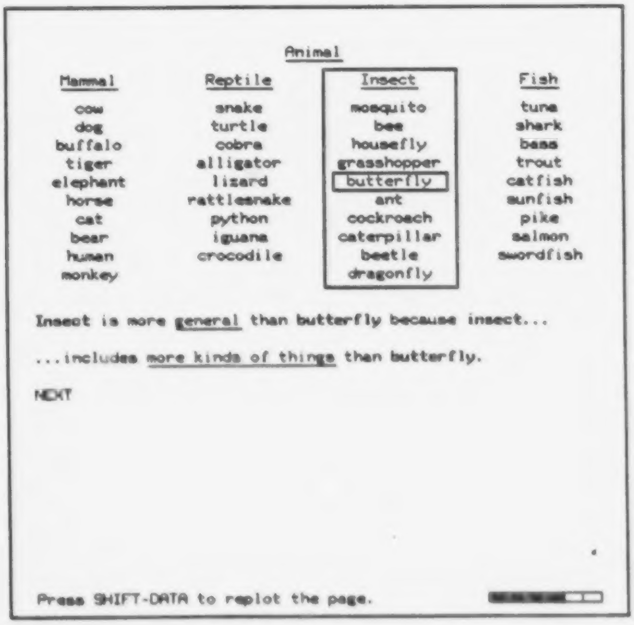


Nice going! Let's try another one. NEXT

p. People working	r. Reptiles eating
She is painting a wall.	The snake bit the mouse.
The crew is digging a hole.	The turtle gulped the finger.
They carried the desk.	An alligator tasted the leg.
Ann removed the sparkplugs.	The cobra ate the rat.
The man is building a house.	Two iguanas chewed the insects.

Press SHIFT-DATA to replot the page.

Figure 1-b



Animal

Mammal	Reptile	Insect	Fish
cow	snake	mosquito	tuna
dog	turtle	bee	shark
buffalo	cobra	housefly	bass
tiger	alligator	grasshopper	trout
elephant	lizard	butterfly	catfish
horse	rattlesnake	ant	sunfish
cat	python	cockroach	pike
bear	iguana	caterpillar	salmon
human	crocodile	beetle	swordfish
monkey		dragonfly	

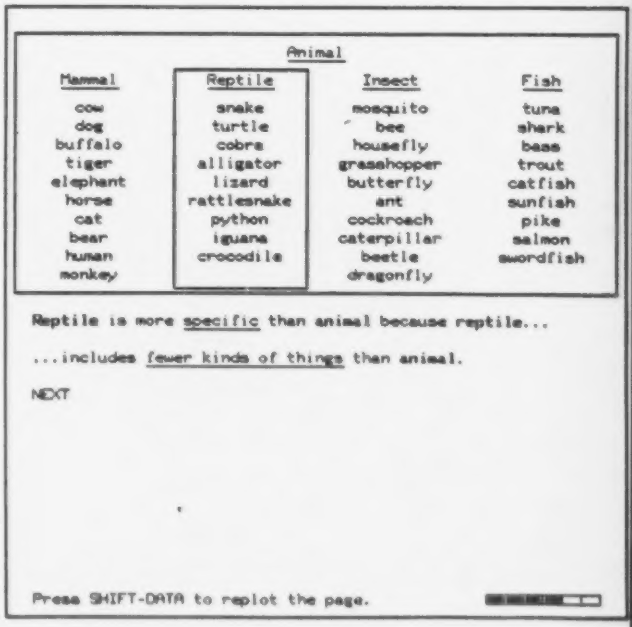
Insect is more general than butterfly because insect...

...includes more kinds of things than butterfly.

NEXT

Press SHIFT-DATA to replot the page.

Figure 2-a



Animal

Mammal	Reptile	Insect	Fish
cow	snake	mosquito	tuna
dog	turtle	bee	shark
buffalo	cobra	housefly	bass
tiger	alligator	grasshopper	trout
elephant	lizard	butterfly	catfish
horse	rattlesnake	ant	sunfish
cat	python	cockroach	pike
bear	iguana	caterpillar	salmon
human	crocodile	beetle	swordfish
monkey		dragonfly	

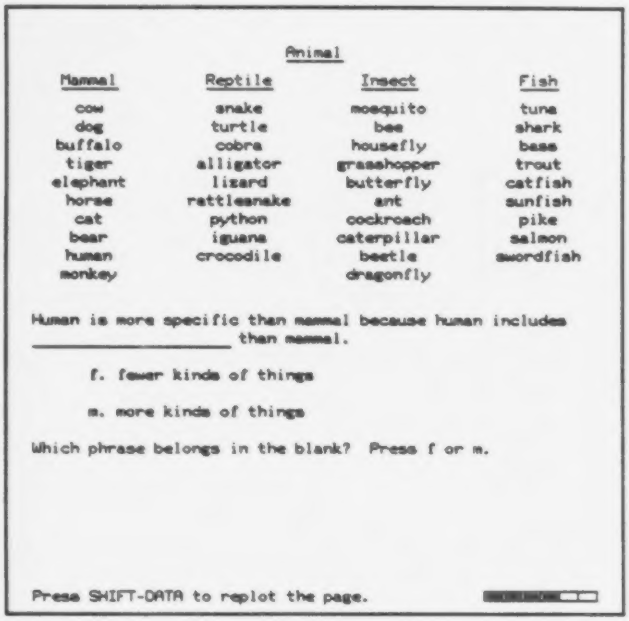
Reptile is more specific than animal because reptile...

...includes fewer kinds of things than animal.

NEXT

Press SHIFT-DATA to replot the page.

Figure 2-b



Animal

Mammal	Reptile	Insect	Fish
cow	snake	mosquito	tuna
dog	turtle	bee	shark
buffalo	cobra	housefly	bass
tiger	alligator	grasshopper	trout
elephant	lizard	butterfly	catfish
horse	rattlesnake	ant	sunfish
cat	python	cockroach	pike
bear	iguana	caterpillar	salmon
human	crocodile	beetle	swordfish
monkey		dragonfly	

Human is more specific than mammal because human includes __________________ than mammal.

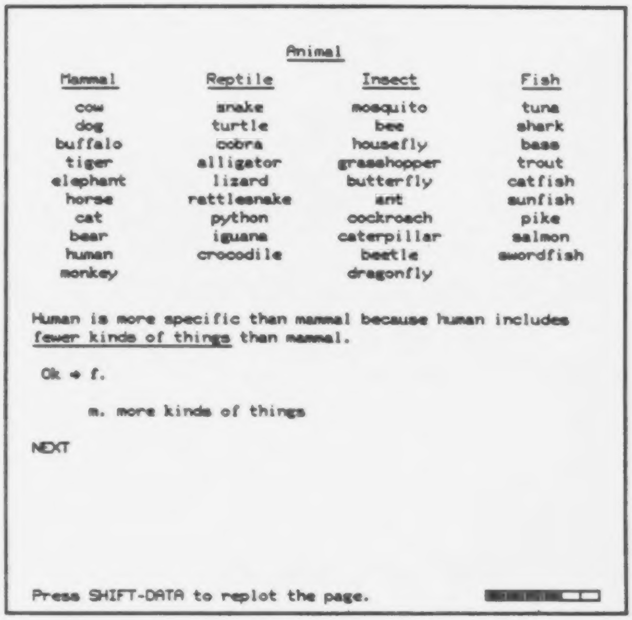
f. fewer kinds of things

m. more kinds of things

Which phrase belongs in the blank? Press f or m.

Press SHIFT-DATA to replot the page.

Figure 2-c



Animal

Mammal	Reptile	Insect	Fish
cow	snake	mosquito	tuna
dog	turtle	bee	shark
buffalo	cobra	housefly	bass
tiger	alligator	grasshopper	trout
elephant	lizard	butterfly	catfish
horse	rattlesnake	ant	sunfish
cat	python	cockroach	pike
bear	iguana	caterpillar	salmon
human	crocodile	beetle	swordfish
monkey		dragonfly	

Human is more specific than mammal because human includes fewer kinds of things than mammal.

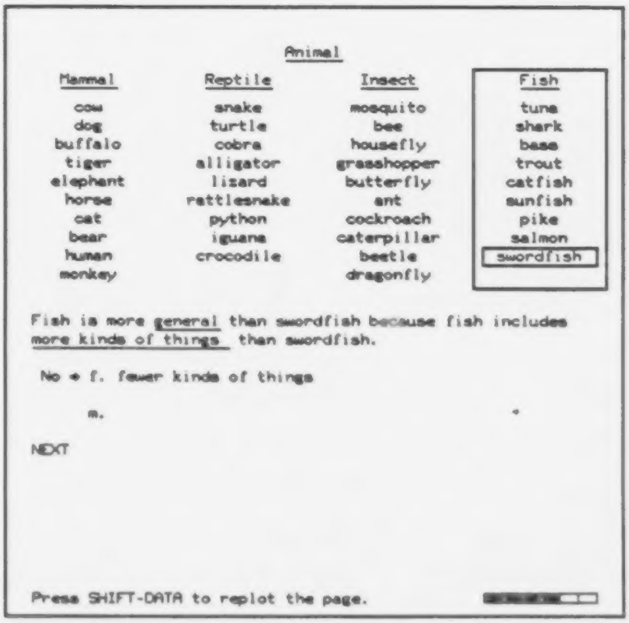
Ok → f.

m. more kinds of things

NEXT

Press SHIFT-DATA to replot the page.

Figure 2-d



Animal

Mammal	Reptile	Insect	Fish
cow	snake	mosquito	tuna
dog	turtle	bee	shark
buffalo	cobra	housefly	bass
tiger	alligator	grasshopper	trout
elephant	lizard	butterfly	catfish
horse	rattlesnake	ant	sunfish
cat	python	cockroach	pike
bear	iguana	caterpillar	salmon
human	crocodile	beetle	swordfish
monkey		dragonfly	

Fish is more general than swordfish because fish includes more kinds of things than swordfish.

No → f. fewer kinds of things

m.

NEXT

Press SHIFT-DATA to replot the page.

Figure 2-e

Lesson

Finding the Main Idea: Lesson 7

File *mainidea*

Authors
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Objectives

- To identify the topic of a paragraph.
- To determine which of two words is more specific or more general.
- To build vocabulary.
- To infer from previous reading the meaning of words and phrases.

Description

In this six-item lesson, students find the topic of a paragraph and determine which of two words is more specific or more general.

Items 1, 2, and 5: Determining which of two words is more specific or more general. Students are presented with lists of words belonging to general classes under a superordinate name pertaining to the classes. They must determine which of two words presented in a sentence is either more general or more specific than the other.

In all items, lists of from five to ten specific words under three or four general class headings appear on the screen. For example, in Item 1, the three class headings are *Vegetable*, *Fruit*, and *Dairy Product*. Six or seven words are listed below each heading. A superordinate heading over the three class headings reads *Food* (see Figures 1-a through 1-c).

The first item sentences that students see include the words *is more specific* or *is more general*. Students read a sentence containing a blank, e.g., "Vegetable is more general than lettuce because vegetable includes ____ than lettuce." Students press *f* for *fewer kinds of things* or *m* for *more kinds of things* to fill in the blank and then answer, "Which phrase belongs in the blank?"

Later item sentences omit the cue words and read, e.g., "Orange is more ___ than fruit," and students fill in the blank by pressing *s* for *specific* or *g* for *general*.

In Item 2, the superordinate heading is *Animal*, and the general class headings are *Mammal*, *Reptile*, *Insect*, and *Fish*. In Item 5, the superordinate heading is *Body*, and the general class headings are *Face*, *Arm*, *Leg*, and *Hand*.

Items 3, 4, and 6. Finding the topic of a paragraph. The procedure in this lesson replicates that of previous *Finding the Main Idea* lessons, in which students found the topic of a number of sentences.

Students read a five- to eight-sentence paragraph and answer, "What is this paragraph about?" and select from four choices the answer to, "So the best topic for this paragraph is ___." Topics include *oceans*, *earthquakes*, and *tornado warning system.*

To see the paragraph *oceans*, refer to Figures 2-a through 2-e.

If students cannot select a general topic for the paragraph and answer an item incorrectly, they receive a message: "No. Let's look at each sentence." Then, they respond to "Does this sentence talk about ___?" for each sentence in the passage they read previously.

Boxes at the bottom of the screen list (1) possible topics, and (2) number of sentences about the topic. Correct response: a checkmark appears next to possible topics in "# of sentences" box, and a large, blank box at the top of the screen fills, a sentence at a time, with the original sentences. Students select the general topic of the sentences by referring to the most checkmarks next to possible topics.

Incorrect response comment: If students answer "No" in error, the computer response is "Yes it does"—and the correct word is linked by a bar to the word or phrase in the sentence.

Interaction

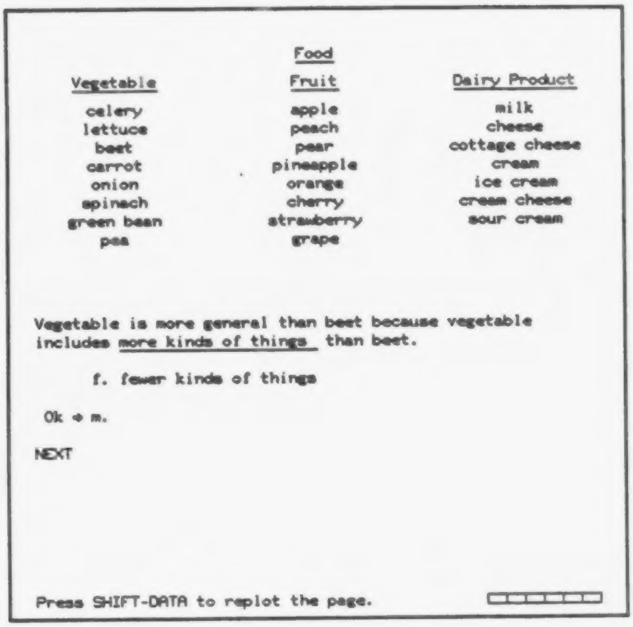
- Blanks in sentences fill with selected responses.
- Boxes in a progress bar at the bottom of the screen fill as each item is completed correctly.
- Response feedback to correct and incorrect answers is encouraging.

Offline Materials SRA Reading Lab IIIa: SRA Rate Builders (Violet Level) and SRA Power Builders (Blue Level)

Intended Audience Adolescents and adults

Completion Time 45 minutes (self-paced)

Associated Lessons Finding the Main Idea, Lessons 1-20



Food

Vegetable	Fruit	Dairy Product
celery	apple	milk
lettuce	peach	cheese
beet	pear	cottage cheese
carrot	pineapple	cream
onion	orange	ice cream
spinach	cherry	cream cheese
green bean	strawberry	sour cream
pea	grape	

Vegetable is more general than beet because vegetable includes more kinds of things than beet.

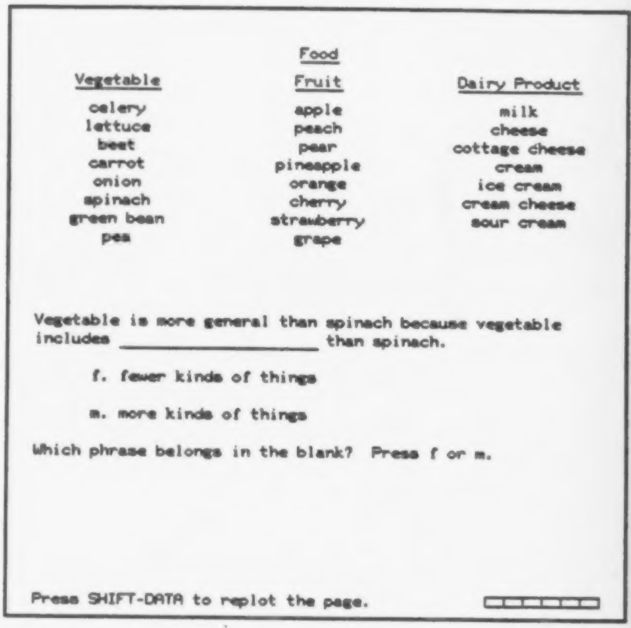
f. fewer kinds of things

Ok → m.

NEXT

Press SHIFT-DATA to replot the page.

Figure 1-a



Food

Vegetable	Fruit	Dairy Product
celery	apple	milk
lettuce	peach	cheese
beet	pear	cottage cheese
carrot	pineapple	cream
onion	orange	ice cream
spinach	cherry	cream cheese
green bean	strawberry	sour cream
pea	grape	

Vegetable is more general than spinach because vegetable includes ________________ than spinach.

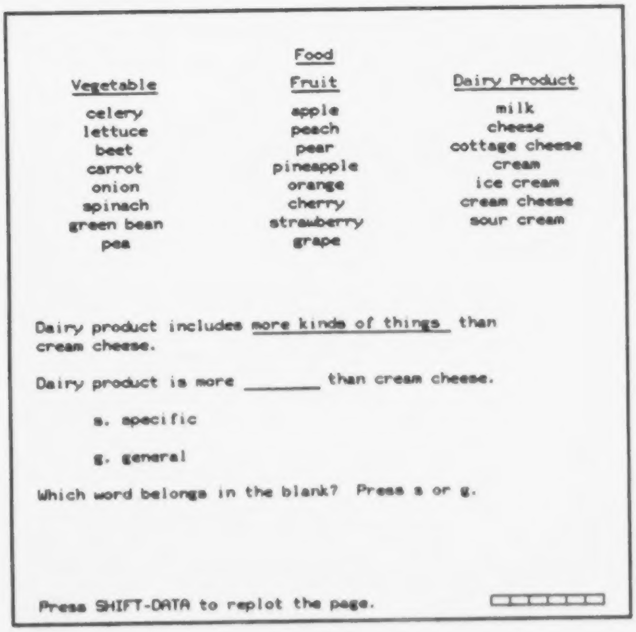
f. fewer kinds of things

m. more kinds of things

Which phrase belongs in the blank? Press f or m.

Press SHIFT-DATA to replot the page.

Figure 1-b



Food

Vegetable	Fruit	Dairy Product
celery	apple	milk
lettuce	peach	cheese
beet	pear	cottage cheese
carrot	pineapple	cream
onion	orange	ice cream
spinach	cherry	cream cheese
green bean	strawberry	sour cream
pea	grape	

Dairy product includes more kinds of things than cream cheese.

Dairy product is more ________ than cream cheese.

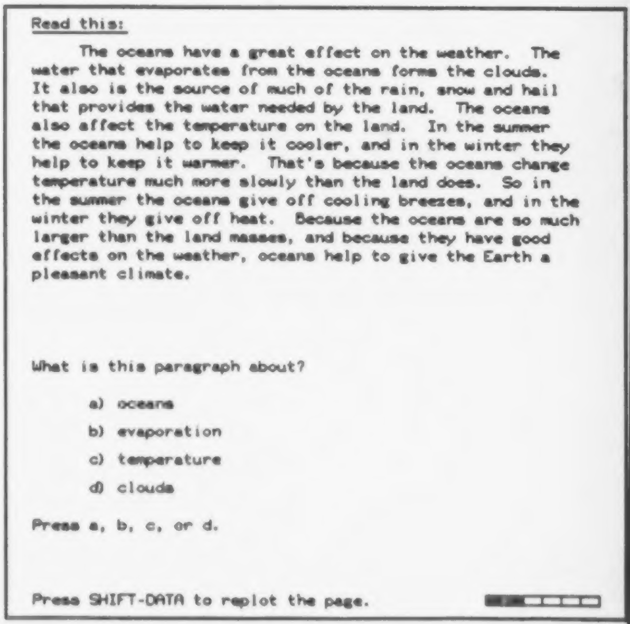
s. specific

g. general

Which word belongs in the blank? Press s or g.

Press SHIFT-DATA to replot the page.

Figure 1-c



Read this:

The oceans have a great effect on the weather. The water that evaporates from the oceans forms the clouds. It also is the source of much of the rain, snow and hail that provides the water needed by the land. The oceans also affect the temperature on the land. In the summer the oceans help to keep it cooler, and in the winter they help to keep it warmer. That's because the oceans change temperature much more slowly than the land does. So in the summer the oceans give off cooling breezes, and in the winter they give off heat. Because the oceans are so much larger than the land masses, and because they have good effects on the weather, oceans help to give the Earth a pleasant climate.

What is this paragraph about?

a) oceans

b) evaporation

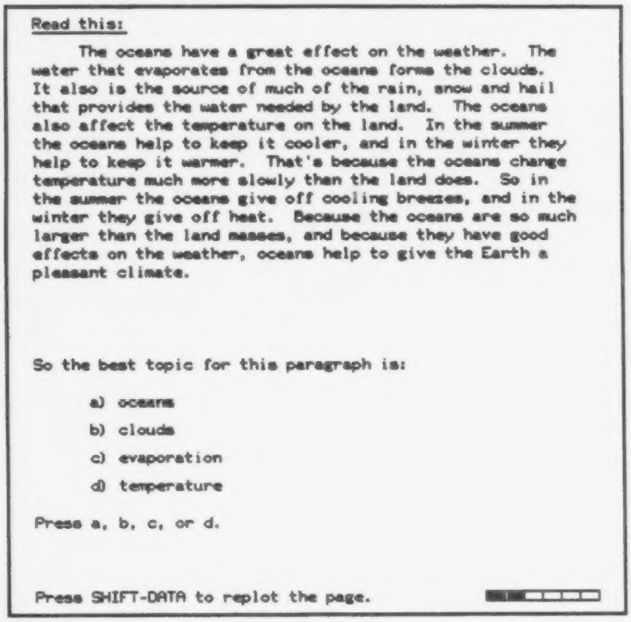
c) temperature

d) clouds

Press a, b, c, or d.

Press SHIFT-DATA to replot the page.

Figure 2-a



Read this:

The oceans have a great effect on the weather. The water that evaporates from the oceans forms the clouds. It also is the source of much of the rain, snow and hail that provides the water needed by the land. The oceans also affect the temperature on the land. In the summer the oceans help to keep it cooler, and in the winter they help to keep it warmer. That's because the oceans change temperature much more slowly than the land does. So in the summer the oceans give off cooling breezes, and in the winter they give off heat. Because the oceans are so much larger than the land masses, and because they have good effects on the weather, oceans help to give the Earth a pleasant climate.

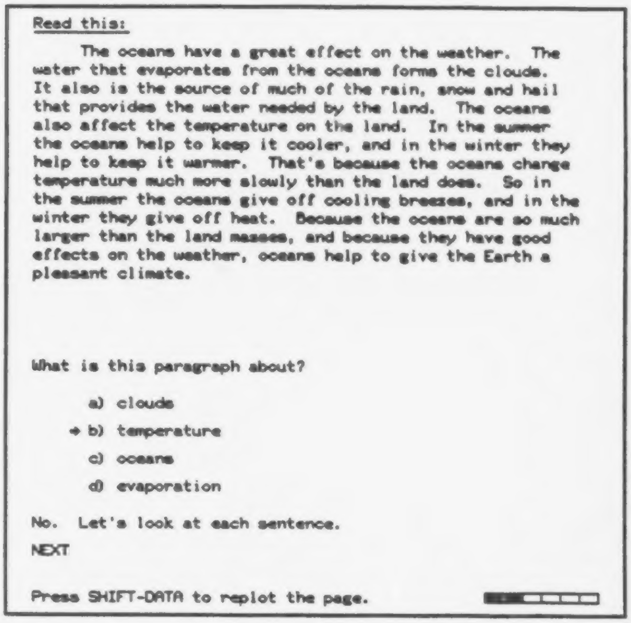
So the best topic for this paragraph is:

- a) oceans
- b) clouds
- c) evaporation
- d) temperature

Press a, b, c, or d.

Press SHIFT-DATA to replot the page.

Figure 2-b



Read this:

The oceans have a great effect on the weather. The water that evaporates from the oceans forms the clouds. It also is the source of much of the rain, snow and hail that provides the water needed by the land. The oceans also affect the temperature on the land. In the summer the oceans help to keep it cooler, and in the winter they help to keep it warmer. That's because the oceans change temperature much more slowly than the land does. So in the summer the oceans give off cooling breezes, and in the winter they give off heat. Because the oceans are so much larger than the land masses, and because they have good effects on the weather, oceans help to give the Earth a pleasant climate.

What is this paragraph about?

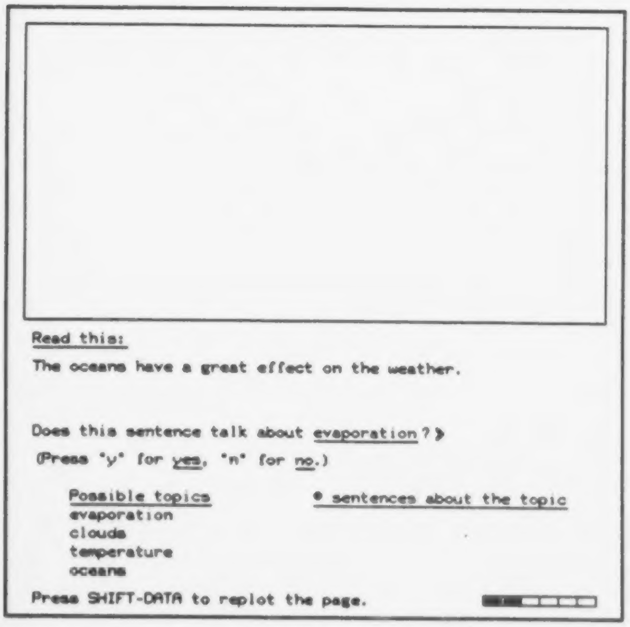
- a) clouds
- → b) temperature
- c) oceans
- d) evaporation

No. Let's look at each sentence.

NEXT

Press SHIFT-DATA to replot the page.

Figure 2-c



Read this:

The oceans have a great effect on the weather.

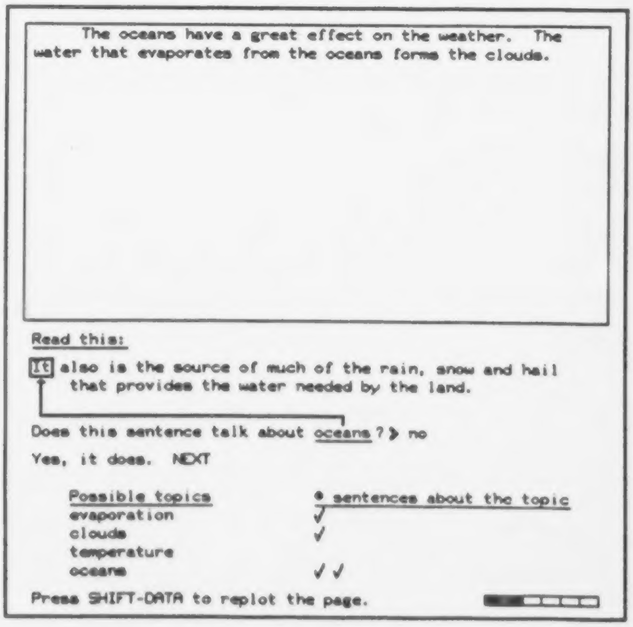
Does this sentence talk about evaporation ? ›

(Press "y" for yes, "n" for no.)

Possible topics	# sentences about the topic
evaporation	
clouds	
temperature	
oceans	

Press SHIFT-DATA to replot the page.

Figure 2-d



The oceans have a great effect on the weather. The water that evaporates from the oceans forms the clouds.

Read this:

It also is the source of much of the rain, snow and hail that provides the water needed by the land.

Does this sentence talk about oceans ? › no

Yes, it does. NEXT

Possible topics	# sentences about the topic
evaporation	✓
clouds	✓
temperature	
oceans	✓ ✓

Press SHIFT-DATA to replot the page.

Figure 2-e

Unit 4

Reading Level D

Objectives Students who master Unit 4, Reading Level D will learn and assimilate new facts, widen their vocabulary, and will read with increased comprehension and fluency. They will learn:

- to answer "Does this sentence tell...?" by determining whether a sentence does or does not tell the answer to a particular question;
- to answer, "What does the boxed part tell?" by reading a passage with a boxed word or phrase and selecting from several choices the answer to what the boxed part tells;
- to answer a direct question that is presented before a sentence by underlining the part of the sentence that tells the answer;
- to build a paraphrase (multiple replacement) by filling in blanks in a series of sentences, so that all the sentences describe the same thing;
- to create a second sentence that is a paraphrase of the first sentence by filling in blanks, so that both sentences describe the same thing (cloze paraphrase);
- to increase reading comprehension and fluency;
- to build vocabulary;
- to learn and assimilate new facts;
- to classify specific words under general classes;
- to classify specific sentences under general classes;
- to identify the topic of a number of sentences;
- to identify the topic of a paragraph;
- to determine which of two words is more specific or is more general;
- to determine which of two sentences is more specific or is more general; and
- to find the sentence that best describes the main idea of a passage.

Lessons

- Reading Comprehension II, Lesson 4
- Reading Comprehension II, Lesson 5
- Pacer Passages V
- Pacer Passages VI
- Finding the Main Idea, Lesson 8
- Finding the Main Idea, Lesson 9
- Finding the Main Idea, Lesson 10

Offline Materials

- SRA Reading Lab IIIa: SRA Rate Builders (Rose Level) and SRA Power Builders (Purple Level)

Students must score at least six out of seven on ten different passages of SRA Rate Builders and six out of seven on three different passages of SRA Power Builders.

Lesson

Reading Comprehension II: Lesson 4

File *reading2*

Authors
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Louis V. DiBello
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Objectives

- To answer, "What does the boxed part tell?" i.e., to read a passage with a boxed word or phrase and to select from several choices what the boxed part tells.
- To build a paraphrase (multiple replacement); i.e., to paraphrase by filling in blanks in a series of sentences, so that all the sentences describe the same thing.
- To answer, "Does this sentence tell...?" i.e., to distinguish whether a sentence does or does not tell the answer to a particular question.
- To answer a direct question that is presented before a passage by underlining the part of the passage that tells the answer.
- To find and underline information in a two- or three-sentence item that answers the questions: *what* or *where*.
- To recognize synonyms and synonymous phrases.
- To discriminate between two adverbial phrases in the same compound or complex sentence.
- To build vocabulary.

Description

This is a two-part lesson, in which students receive more practice on what they have learned in previous lessons. The subject content and vocabulary are slightly more complex. Teachers may wish to review the vocabulary with students before they begin to work on the lesson.

Part 1: "The boxed part tells...." (four uncued items). Students read a two- or three-sentence item that contains a boxed word or phrase. They select from four word or phrase choices to answer what the boxed part tells.

"Build a paraphrase (multiple replacement)" (three items). Students fill in blanks in a series of two, three, or four passages that contain the exact words of an original passage. They select from four synonymous words or phrases to fill in the blanks, so that all the passages describe the same thing (see Figures 1-a through 1-d).

"Does this sentence tell...?" (eleven uncued items). Students decide if a passage they read answers a question. If they press "Yes," they are required to underline the phrase in the passage that tells the answer (see Figures 2-a through 2-c). If they correctly answer "No," they proceed to the next item.

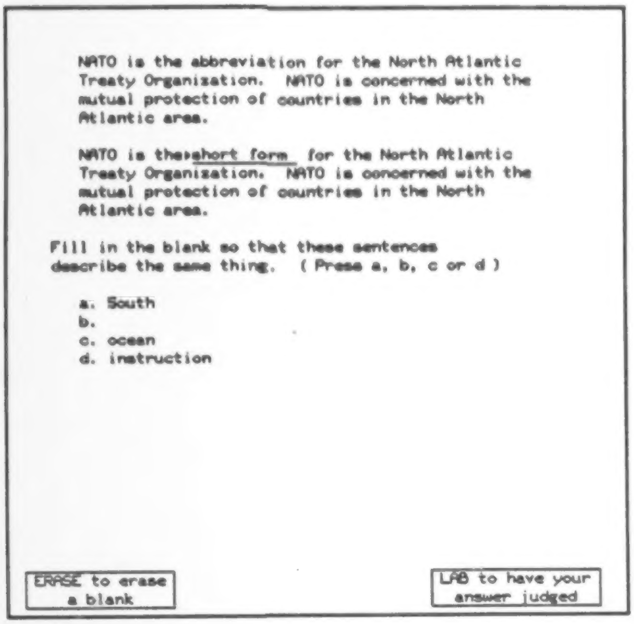
Part 2: "Build a paraphrase (multiple replacement)" (four items). This is the same as Part 1. Students work on additional items, filling blanks in a series of two or three or four passages, so that those passages and the original item passage all describe the same thing.

"Direct question before a passage" (five uncued items). Students read a question and underline the part of a passage (presented after the question) that answers *what*? or *where*? They underline adverbial phrases in two-sentence passages.

Interaction

- Corrective Feedback Paradigm (CFP): After reviewing a missed item, new items teaching the same concept recur at increasing intervals ensuring students master the concept. The new items are variations of the original item.
- The reading comprehension items are mastery-based, and students cannot undertake the next item until they understand and master the first teaching concept.
- Response feedback to correct and incorrect answers is encouraging.
- A message at the bottom of the screen indicates the percent of lesson completed.

Offline Materials	SRA Reading Lab IIIa: SRA Rate Builders (Rose Level) and SRA Power Builders (Purple Level)
Intended Audience	Adolescents and adults
Completion Time	45 minutes (self-paced)
Associated Lessons	Reading Comprehension I-IV
Special Note	Touch or mouse input optional



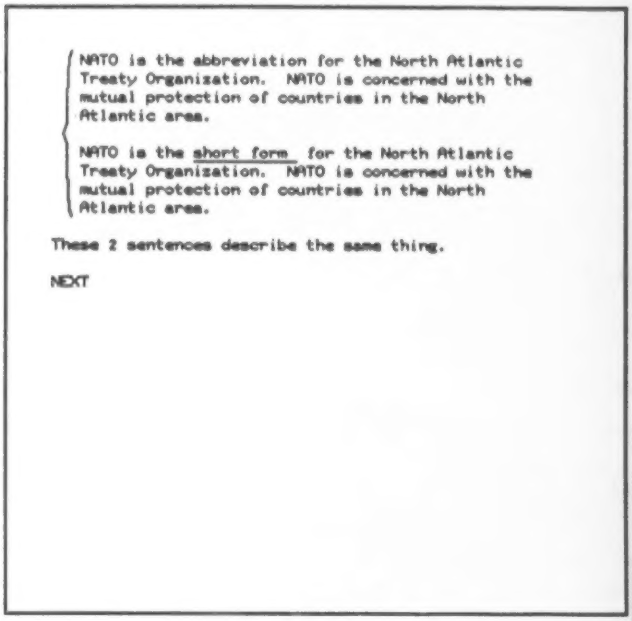
NATO is the abbreviation for the North Atlantic Treaty Organization. NATO is concerned with the mutual protection of countries in the North Atlantic area.

NATO is the▸short form for the North Atlantic Treaty Organization. NATO is concerned with the mutual protection of countries in the North Atlantic area.

Fill in the blank so that these sentences describe the same thing. (Press a, b, c or d)

a. South
b.
c. ocean
d. instruction

Figure 1-a



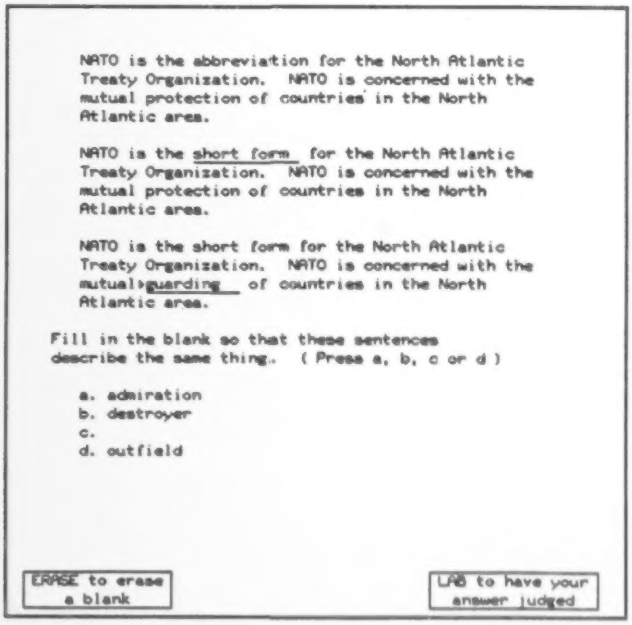
NATO is the abbreviation for the North Atlantic Treaty Organization. NATO is concerned with the mutual protection of countries in the North Atlantic area.

NATO is the short form for the North Atlantic Treaty Organization. NATO is concerned with the mutual protection of countries in the North Atlantic area.

These 2 sentences describe the same thing.

NEXT

Figure 1-b



NATO is the abbreviation for the North Atlantic Treaty Organization. NATO is concerned with the mutual protection of countries in the North Atlantic area.

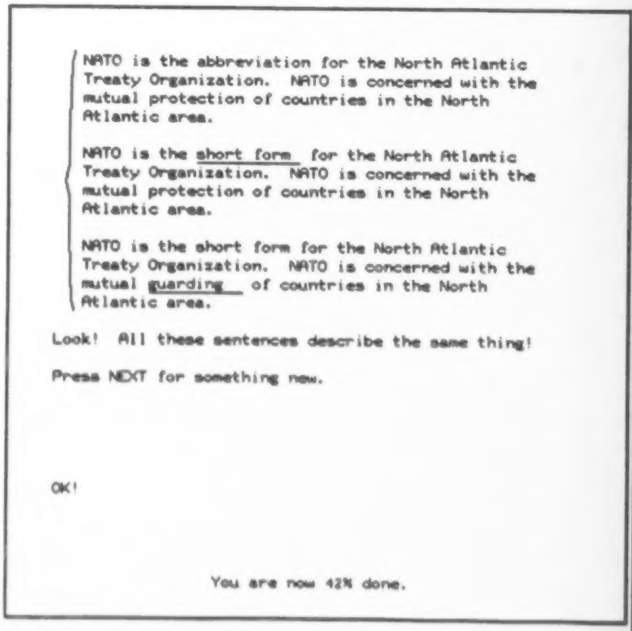
NATO is the short form for the North Atlantic Treaty Organization. NATO is concerned with the mutual protection of countries in the North Atlantic area.

NATO is the short form for the North Atlantic Treaty Organization. NATO is concerned with the mutual▸guarding of countries in the North Atlantic area.

Fill in the blank so that these sentences describe the same thing. (Press a, b, c or d)

a. admiration
b. destroyer
c.
d. outfield

Figure 1-c



NATO is the abbreviation for the North Atlantic Treaty Organization. NATO is concerned with the mutual protection of countries in the North Atlantic area.

NATO is the short form for the North Atlantic Treaty Organization. NATO is concerned with the mutual protection of countries in the North Atlantic area.

NATO is the short form for the North Atlantic Treaty Organization. NATO is concerned with the mutual guarding of countries in the North Atlantic area.

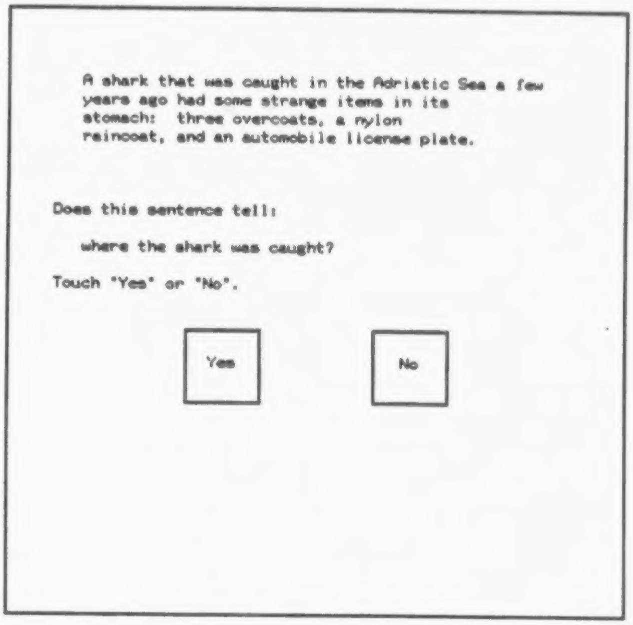
Look! All these sentences describe the same thing!

Press NEXT for something new.

OK!

You are now 42% done.

Figure 1-d



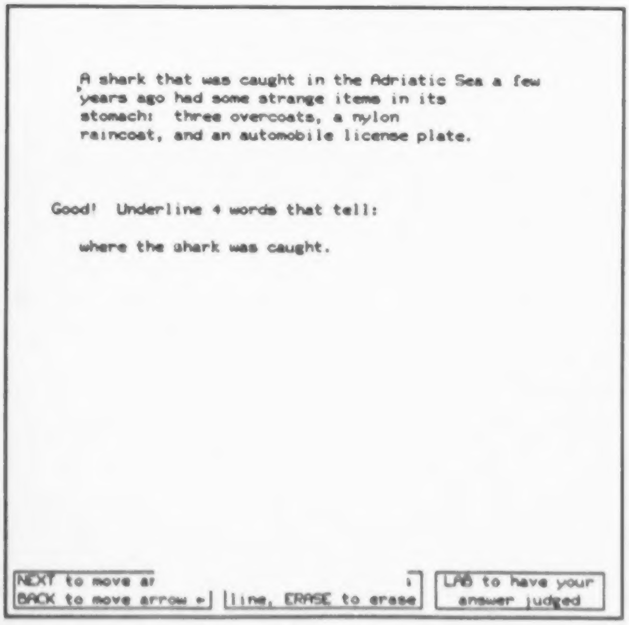
A shark that was caught in the Adriatic Sea a few
years ago had some strange items in its
stomach: three overcoats, a nylon
raincoat, and an automobile license plate.

Does this sentence tell:

where the shark was caught?

Touch "Yes" or "No".

Figure 2-a

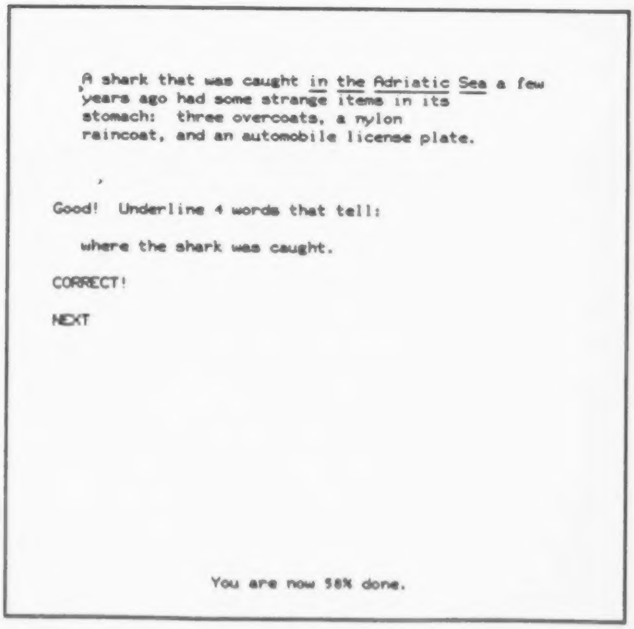


A shark that was caught in the Adriatic Sea a few
years ago had some strange items in its
stomach: three overcoats, a nylon
raincoat, and an automobile license plate.

Good! Underline 4 words that tell:

where the shark was caught.

Figure 2-b



A shark that was caught in the Adriatic Sea a few
years ago had some strange items in its
stomach: three overcoats, a nylon
raincoat, and an automobile license plate.

Good! Underline 4 words that tell:

where the shark was caught.

CORRECT!

NEXT

You are now 58% done.

Figure 2-c

Lesson

Reading Comprehension II: Lesson 5

File *reading2*

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J. Michael Felty

Author Affiliation
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Objectives

- To answer a direct question that is presented before a passage by underlining the part of the passage that tells the answer.
- To build a paraphrase (multiple replacement); i.e., to paraphrase by filling in blanks in a series of sentences, so that all the sentences describe the same thing.
- To create a second sentence that is a paraphrase of a first sentence by filling in blanks, so that both sentences describe the same thing (cloze paraphrase).
- To answer, "Does this sentence tell...?" i.e., to distinguish whether a sentence does or does not tell the answer to a particular question.
- To answer, "What does the boxed part tell?" i.e., to read a passage with a boxed word or phrase and to select from several choices what the boxed part tells.
- To recognize when a phrase answers the questions: *where*, *what*, *why*, *who* or *to whom.*
- To recognize synonyms and synonymous phrases.
- To build vocabulary.

Description

This is a two-part lesson, in which students receive more practice on what they have learned in previous lessons, but the subject content and vocabulary are slightly more complex. Teachers may wish to review the vocabulary with students before they begin to work on the lesson.

Students are introduced to a new concept: "Cloze paraphrase."

Part 1: "Direct question before a passage" (eleven uncued items). Students read *where*, *what*, and *why* questions before a passage and underline the words in the passage that answer the question.

"Build a paraphrase (multiple replacement)" (two items). Students fill in blanks in a series of three or four passages that contain the exact words of an original passage. They select from four synonymous words or phrases to fill in the blanks, so that all the passages describe the same thing.

New concept: "Cloze paraphrase" (three items). Two sentences appear on the screen. Students read the first sentence and then read a second sentence that does not use the exact words of the first but has the same meaning (see Figure 1-a).

They select from four or five words or phrases to fill in two or three blanks in the second sentence, so that both sentences describe the same thing (see Figure 1-b, which shows that a student has made an error).

In Figure 1-c, the student makes another error, and in Figure 1-d, the student presses HELP and the correct answers are provided.

When students make errors, the percent done message is interrupted, and additional items are inserted in the lesson until they master the concept.

Part 2: "Does this sentence tell...." (seven uncued items). Students decide if a passage they read answers the questions *where*? or *why*? If they press "Yes" and are correct, they are required to underline the phrase in the passage that tells the answer. If they correctly answer "No," they proceed to the next item.

"The boxed part tells...." (five uncued items). Students read a two- or three-sentence item that contains a boxed word or phrase. They select from four word or phrase choices to answer *who*, *to whom*, or *where* questions.

"Build a paraphrase (multiple replacement)" (four items). Students follow the same procedure as that presented in Part 1 (see Figures 2-a through 2-d).

Interaction

- Corrective Feedback Paradigm (CFP): After reviewing a missed item, new items teaching the same concept recur at increasing intervals ensuring students master the concept. The new items are variations of the original item.
- The reading comprehension items are mastery-based, and students cannot undertake the next item until they understand and master the first teaching concept.
- Response feedback to correct and incorrect answers is encouraging.
- A message at the bottom of the screen indicates the percent of lesson completed.

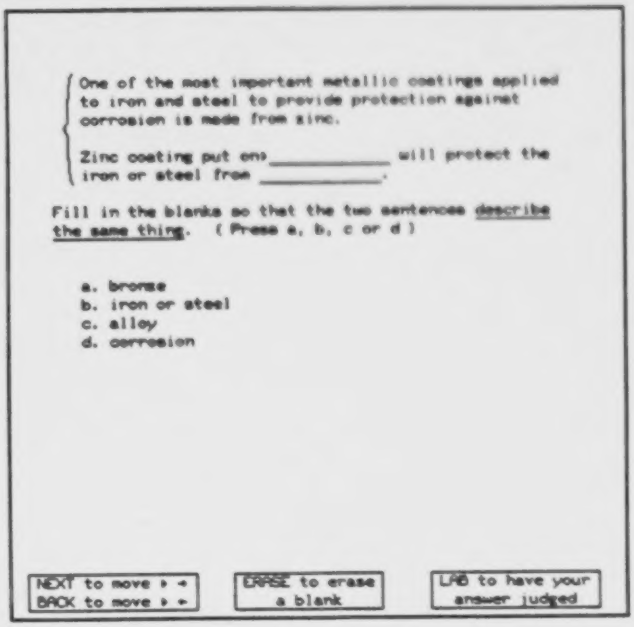
Offline Materials SRA Reading Lab IIIa: SRA Rate Builders (Rose Level) and SRA Power Builders (Purple Level)

Intended Audience Adolescents and adults

Completion Time 60 minutes (self-paced)

Associated Lessons Reading Comprehension I-IV

Special Note Touch or mouse input optional



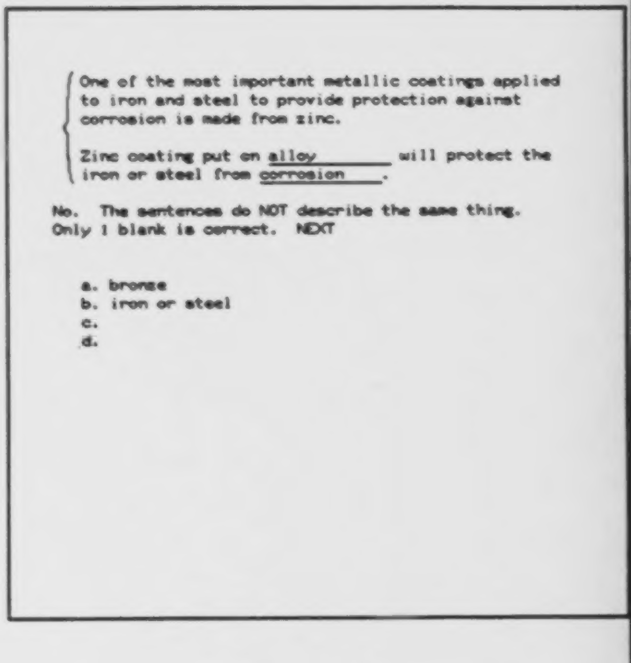
One of the most important metallic coatings applied to iron and steel to provide protection against corrosion is made from zinc.

Zinc coating put on ____________ will protect the iron or steel from ____________.

Fill in the blanks so that the two sentences describe the same thing. (Press a, b, c or d)

a. bronze
b. iron or steel
c. alloy
d. corrosion

Figure 1-a



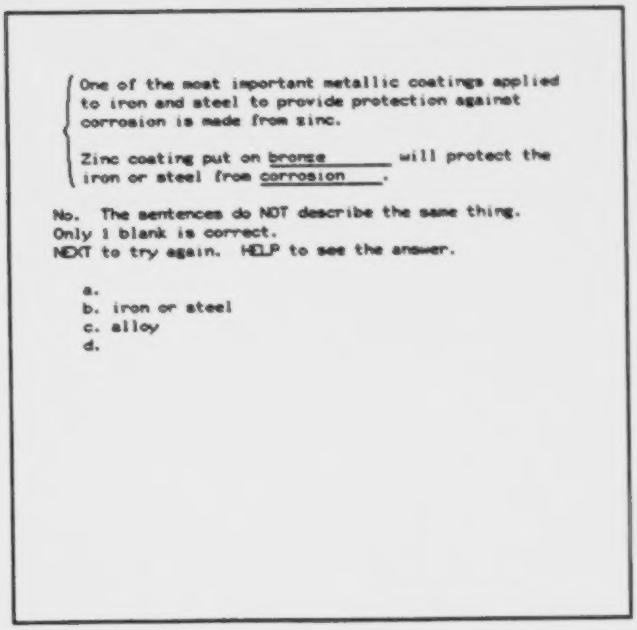
One of the most important metallic coatings applied to iron and steel to provide protection against corrosion is made from zinc.

Zinc coating put on alloy________ will protect the iron or steel from corrosion____.

No. The sentences do NOT describe the same thing.
Only 1 blank is correct. NEXT

a. bronze
b. iron or steel
c.
d.

Figure 1-b



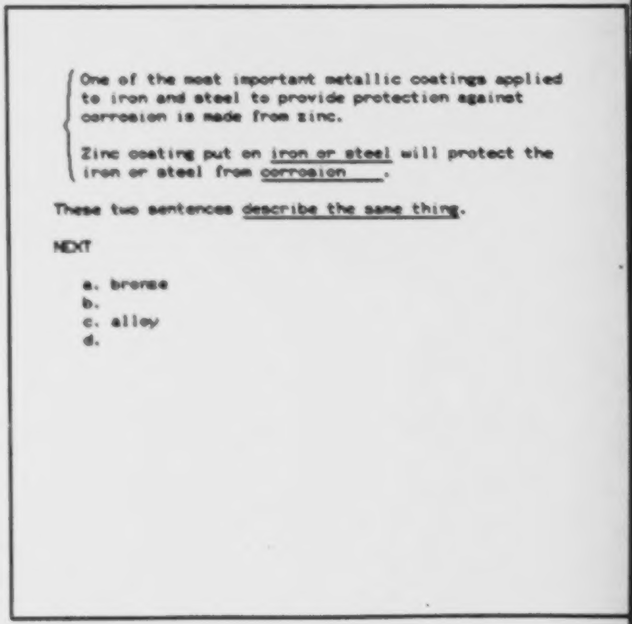
One of the most important metallic coatings applied to iron and steel to provide protection against corrosion is made from zinc.

Zinc coating put on bronze________ will protect the iron or steel from corrosion____.

No. The sentences do NOT describe the same thing.
Only 1 blank is correct.
NEXT to try again. HELP to see the answer.

a.
b. iron or steel
c. alloy
d.

Figure 1-c



One of the most important metallic coatings applied to iron and steel to provide protection against corrosion is made from zinc.

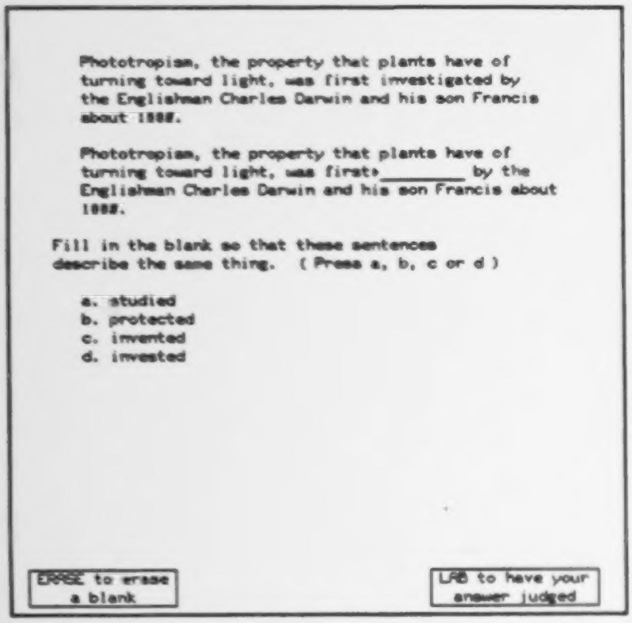
Zinc coating put on iron or steel will protect the iron or steel from corrosion____.

These two sentences describe the same thing.

NEXT

a. bronze
b.
c. alloy
d.

Figure 1-d



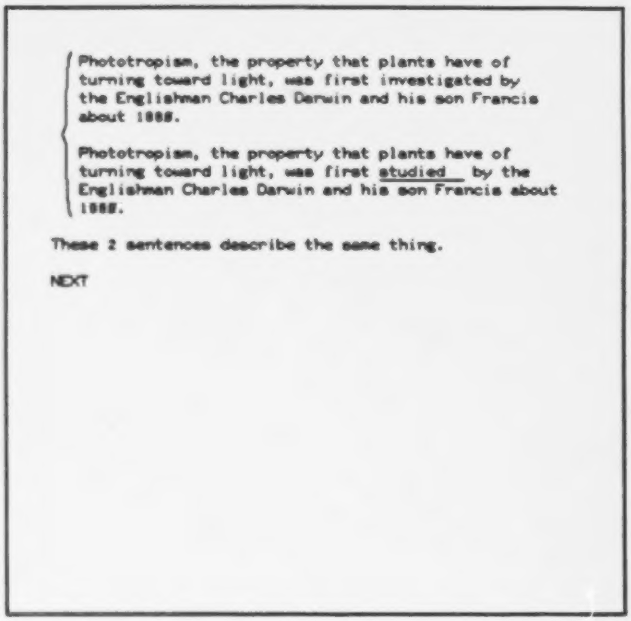
Phototropism, the property that plants have of turning toward light, was first investigated by the Englishman Charles Darwin and his son Francis about 1880.

Phototropism, the property that plants have of turning toward light, was first▸_________ by the Englishman Charles Darwin and his son Francis about 1880.

Fill in the blank so that these sentences describe the same thing. (Press a, b, c or d)

a. studied
b. protected
c. invented
d. invested

Figure 2-a



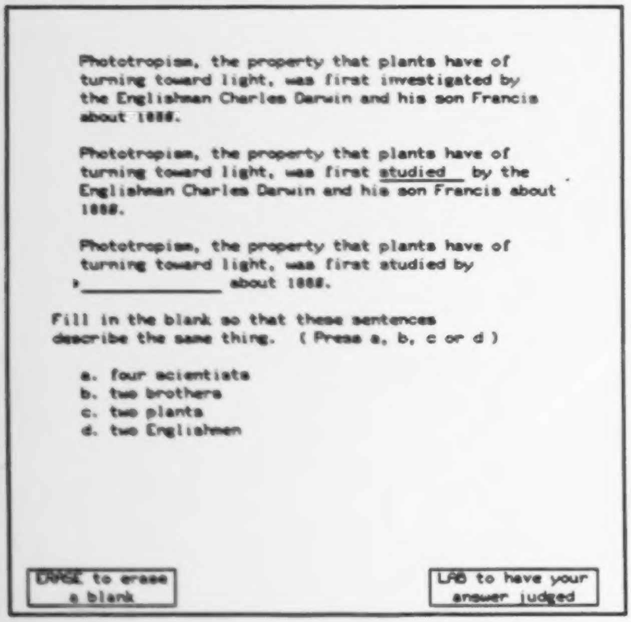
Phototropism, the property that plants have of turning toward light, was first investigated by the Englishman Charles Darwin and his son Francis about 1880.

Phototropism, the property that plants have of turning toward light, was first studied by the Englishman Charles Darwin and his son Francis about 1880.

These 2 sentences describe the same thing.

NEXT

Figure 2-b



Phototropism, the property that plants have of turning toward light, was first investigated by the Englishman Charles Darwin and his son Francis about 1880.

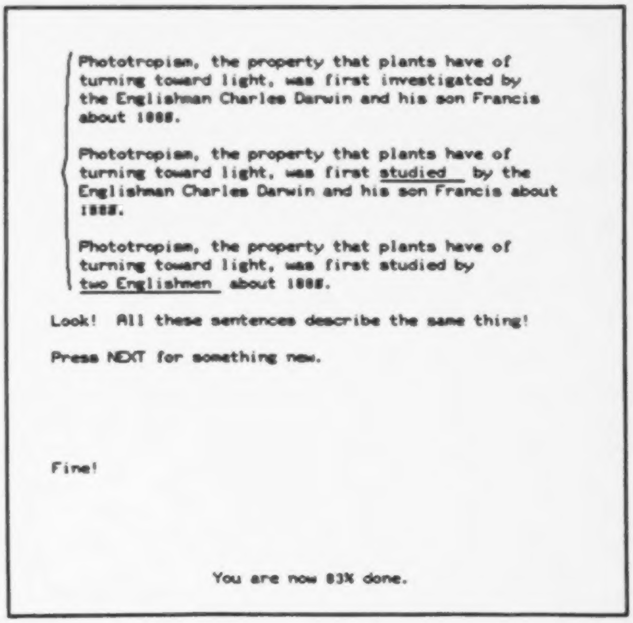
Phototropism, the property that plants have of turning toward light, was first studied by the Englishman Charles Darwin and his son Francis about 1880.

Phototropism, the property that plants have of turning toward light, was first studied by ▸______________ about 1880.

Fill in the blank so that these sentences describe the same thing. (Press a, b, c or d)

a. four scientists
b. two brothers
c. two plants
d. two Englishmen

Figure 2-c



Phototropism, the property that plants have of turning toward light, was first investigated by the Englishman Charles Darwin and his son Francis about 1880.

Phototropism, the property that plants have of turning toward light, was first studied by the Englishman Charles Darwin and his son Francis about 1880.

Phototropism, the property that plants have of turning toward light, was first studied by two Englishmen about 1880.

Look! All these sentences describe the same thing!

Press NEXT for something new.

Fine!

You are now 83% done.

Figure 2-d

Lesson

Pacer Passages V

File *pacer05*

Authors Based on an idea developed by the PLATO Elementary Reading Project at the University of Illinois and adapted by Martin A. Siegel, Elaine C. Bruner, and Bruce M. Maggs.

Author Affiliation Courseware & Curriculum Applications (CCA) Group
University of Illinois at Urbana-Champaign

Objectives

- To increase reading comprehension and reading fluency.
- To build vocabulary.
- To learn and assimilate new facts.

Description This four-part lesson, is on a slightly higher academic level than previous *Pacer Passages*. The four reading comprehension passages consist of biographical sketches of a famous person and two ancient Greek heroes and a story about the Trojan War.

The self-paced passages are composed of simple, compound, and complex sentences, and students are encouraged to increase reading fluency as well as comprehension. On-screen graphs indicate how long they spend reading a passage, how many words they read in minutes or seconds, and the percentage of their correct responses.

Passage titles: *Nathan Hale*, *Hercules Gains Strength*, *Achilles*, and *Trojan Horse*. Students read 13 to 23 sentences on each subject. They are encouraged (after answering comprehension questions on each passage and viewing cumulative graphed scores) to reread the passages and increase reading fluency. Figure 1 illustrates the passage *Achilles*.

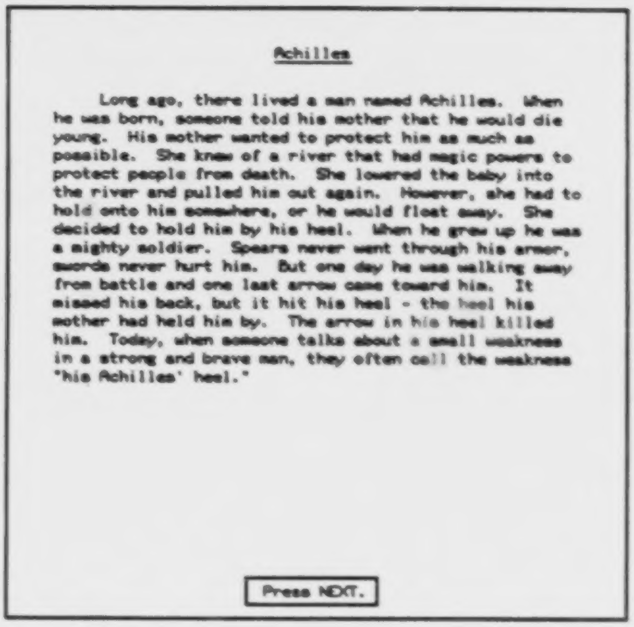
Students practice reading a short passage sentence by sentence, and when they answer three questions correctly, proceed to the next passage.

Interaction

- Press LAB to read passage sentence by sentence.
- When students answer a comprehension question, "Right" appears next to a correct selection.
- When they miss an item, "Wrong" appears next to the error. A message, "READ THIS AND TRY AGAIN," appears on the screen below, and students see the part of the passage that contains the correct answer to the item (see Figure 2).

- Message: "You read the passage in ___ seconds or in ___ minutes. You read ___ words per minute. Now, let's see how well you understood it."
- After students read all passages, two graphs plot their scores: words per minutes for each of four passages and percent accuracy for each passage.

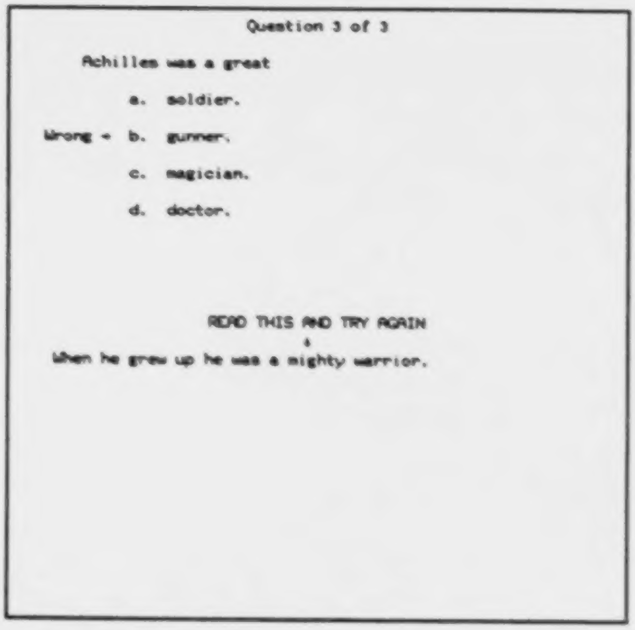
Offline Materials	SRA Reading Lab IIIa: SRA Rate Builders (Rose Level) and SRA Power Builders (Purple Level)
Intended Audience	Adolescents and adults
Completion Time	45 minutes (self-paced)
Associated Lessons	Pacer Passages I-XIII



Achilles

Long ago, there lived a man named Achilles. When he was born, someone told his mother that he would die young. His mother wanted to protect him as much as possible. She knew of a river that had magic powers to protect people from death. She lowered the baby into the river and pulled him out again. However, she had to hold onto him somewhere, or he would float away. She decided to hold him by his heel. When he grew up he was a mighty soldier. Spears never went through his armor, swords never hurt him. But one day he was walking away from battle and one last arrow came toward him. It missed his back, but it hit his heel - the heel his mother had held him by. The arrow in his heel killed him. Today, when someone talks about a small weakness in a strong and brave man, they often call the weakness "his Achilles' heel."

Figure 1



Question 3 of 3

Achilles was a great

a. soldier.

Wrong ← b. gunner.

c. magician.

d. doctor.

READ THIS AND TRY AGAIN
↓
When he grew up he was a mighty warrior.

Figure 2

Lesson

Pacer Passages VI

File *pacer06*

Authors Based on an idea developed by the PLATO Elementary Reading Project at the University of Illinois and adapted by Martin A. Siegel, Elaine C. Bruner, and Bruce M. Maggs.

Author Affiliation Courseware & Curriculum Applications (CCA) Group
University of Illinois at Urbana-Champaign

Objectives

- To increase reading comprehension and reading fluency.
- To build vocabulary.
- To learn and assimilate new facts.

Description This five-part lesson is more difficult and on a higher academic level than previous *Pacer Passages*. The five reading comprehension passages consist of biographical sketches of a famous person and an ancient Greek hero, a passage related to fossils, and two passages related to the U.S. Constitution.

For the first time in the *Pacer Passages* series of lessons, passages are presented in paragraph form. Instead of simple expository passages, students read, e.g., conversation, an advertisement, and quoted material from Amendment I of the U.S. Constitution.

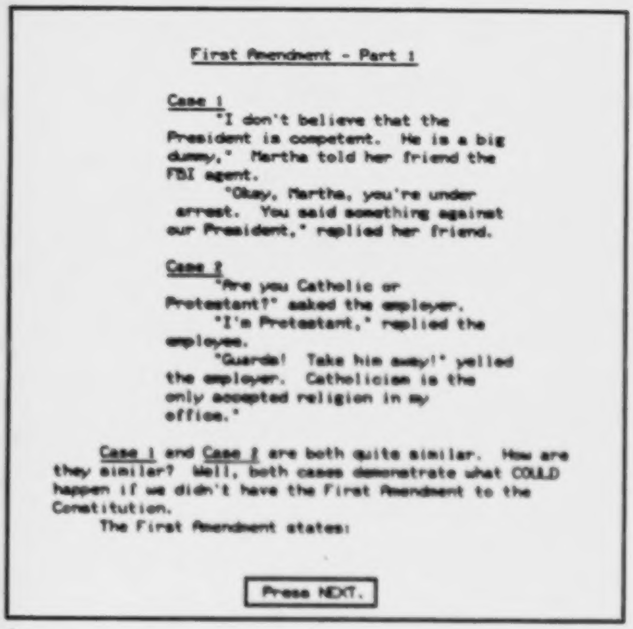
The self-paced passages are composed of simple, compound, and complex sentences, and students are encouraged to increase reading fluency as well as comprehension. On-screen graphs indicate how long they spend reading a passage, how many words they read in minutes or seconds, and the percentage of their correct responses.

Passage titles: *King of the Westerns* (biography of John Wayne), *First Amendment—Part 1*, *Fossils*, *Herculean Feats*, and *First Amendment—Part 2*. Students read 15 to 26 sentences on each subject. (To read *First Amendment—Part 1*, see Figures 1-a and 1-b).

Students are encouraged (after answering comprehension questions on each passage and viewing cumulative graphed scores) to reread the passages and increase reading fluency.

Students practice reading the passages sentence by sentence as they did in previous lessons. Then, they answer five to seven questions that are more complex than in earlier lessons, since some of the answers are composed of full sentences instead of simply a word or a phrase. When they have answered the questions correctly, they proceed to the next passage.

Interaction	• Press LAB to read passage sentence by sentence. • When students answer a comprehension question, "Right" appears next to a correct selection (see Figures 2 and 3). • When they miss an item, "Wrong" appears next to the error. A message, "READ THIS AND TRY AGAIN," appears on the screen below, and students see the part of the passage that contains the correct answer to the item. • Message: "You read the passage in ___ seconds or in ___ minutes. You read ___ words per minute. Now, let's see how well you understood it." • After students read all passages, two graphs plot their scores: words per minutes for each of five passages and percent accuracy for each passage.
Offline Materials	SRA Reading Lab IIIa: SRA Rate Builders (Rose Level) and SRA Power Builders (Purple Level)
Intended Audience	Adolescents and adults
Completion Time	45 minutes (self-paced)
Associated Lessons	Pacer Passages I-XIII



First Amendment - Part 1

Case 1
"I don't believe that the President is competent. He is a big dummy," Martha told her friend the FBI agent.

"Okay, Martha, you're under arrest. You said something against our President," replied her friend.

Case 2
"Are you Catholic or Protestant?" asked the employer.

"I'm Protestant," replied the employee.

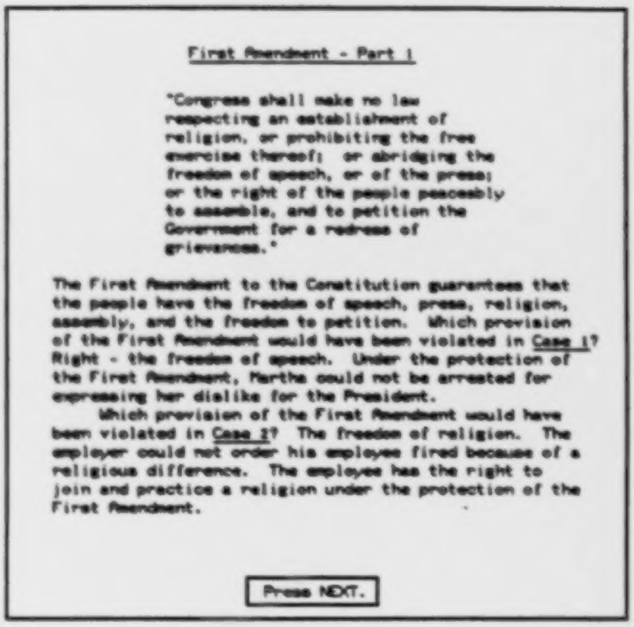
"Guards! Take him away!" yelled the employer. Catholicism is the only accepted religion in my office."

Case 1 and Case 2 are both quite similar. How are they similar? Well, both cases demonstrate what COULD happen if we didn't have the First Amendment to the Constitution.

The First Amendment states:

Press NEXT.

Figure 1-a



First Amendment - Part 1

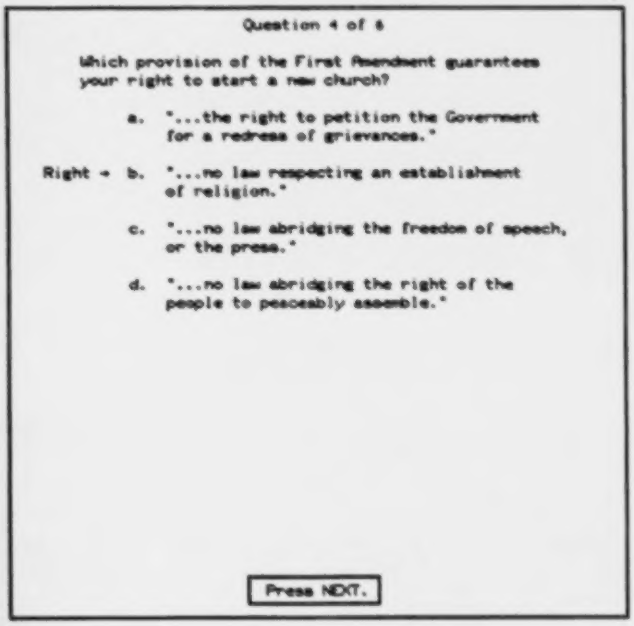
"Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances."

The First Amendment to the Constitution guarantees that the people have the freedom of speech, press, religion, assembly, and the freedom to petition. Which provision of the First Amendment would have been violated in Case 1? Right - the freedom of speech. Under the protection of the First Amendment, Martha could not be arrested for expressing her dislike for the President.

Which provision of the First Amendment would have been violated in Case 2? The freedom of religion. The employer could not order his employee fired because of a religious difference. The employee has the right to join and practice a religion under the protection of the First Amendment.

Press NEXT.

Figure 1-b



Question 4 of 6

Which provision of the First Amendment guarantees your right to start a new church?

a. "...the right to petition the Government for a redress of grievances."

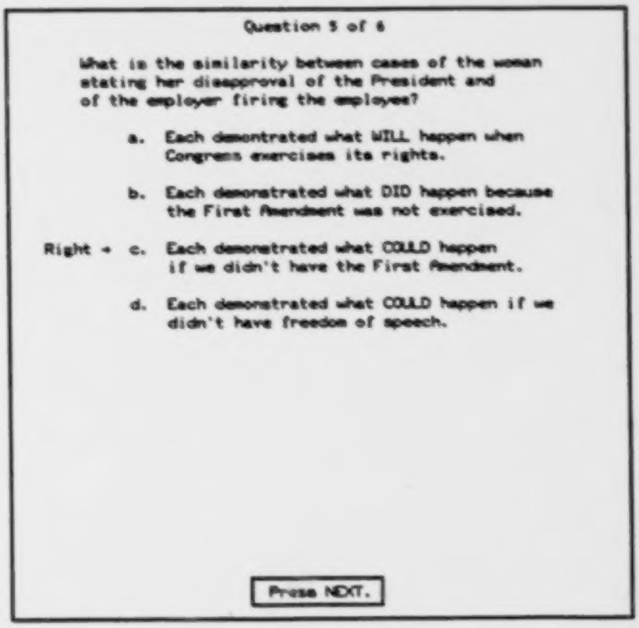
Right → b. "...no law respecting an establishment of religion."

c. "...no law abridging the freedom of speech, or the press."

d. "...no law abridging the right of the people to peaceably assemble."

Press NEXT.

Figure 2



Question 5 of 6

What is the similarity between cases of the woman stating her disapproval of the President and of the employer firing the employee?

a. Each demontrated what WILL happen when Congress exercises its rights.

b. Each demonstrated what DID happen because the First Amendment was not exercised.

Right → c. Each demonstrated what COULD happen if we didn't have the First Amendment.

d. Each demonstrated what COULD happen if we didn't have freedom of speech.

Press NEXT.

Figure 3

Lesson
Finding the Main Idea: Lesson 8

File *mainidea*

Authors
Robert J. Stevens
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Objectives

- To classify specific words or sentences under general classes.
- To identify the topic of a paragraph.
- To determine which of two words is more specific or more general.
- To determine which of two sentences is more specific or more general.
- To build vocabulary.
- To infer from previous reading the meaning of words and phrases.

Description

In this eight-item lesson, students classify words and sentences under general classes; they select the best topics for paragraphs; they determine which of two words is more specific or more general; and they determine which of two or three sentences is more specific or more general than a presented sentence.

Items 1 and 4: Sentence classification. Students read a question, "Which class does the sentence belong in?" and read 10 sentences one at a time (e.g., "The mountain had steep cliffs."). When they press *a* or *m*, five sentences are sorted into each of two boxes whose headings read: *A storm is coming* and *Mountains.*

In Item 4, students sort five words each into three boxes headed *Happy*, *Time clues*, and *Where words.*

Items 2, 3, 5, and 6: Finding the main topic of a paragraph. In each item, students read six- to eight-sentence paragraphs. They select from four word choices the answer to "What is the topic of this paragraph?" Topics include: *water*, *barometer*, *Mount St. Helen's*, and *computers and radar.* (See Figures 1-a and 1-b for illustrations of *computers and radar*).

In Item 6, they read a passage on *computers and radar* and select from four word/phrase choices to answer, "What is the best topic of this paragraph?" Then, they select from four sentence choices the answer to "Why is (computers and radar) the best topic?"

Items 7 and 8: Determining which of two words is more specific or more general. Item 7 is a replica of the cued and uncued procedure learned in *Finding the Main Idea*, Lesson 7. Students are presented with a superordinate heading *Animal*, and general class headings, *Mammal*, *Reptile*, *Insect*, and *Fish*. Nine or ten specific words are listed below the headings. Students press *f* or *m* to indicate that a word contains *fewer or more kinds of things* than another.

In Item 8, students read a sentence and answer, "Which of the sentences below is more SPECIFIC (or more GENERAL)?" They select their answer from two or three distractor sentences (see Figures 2-a and 2-b). In Figure 2-c, and error occurs. The feedback in Figure 2-d demonstrates the correct answer.

Interaction

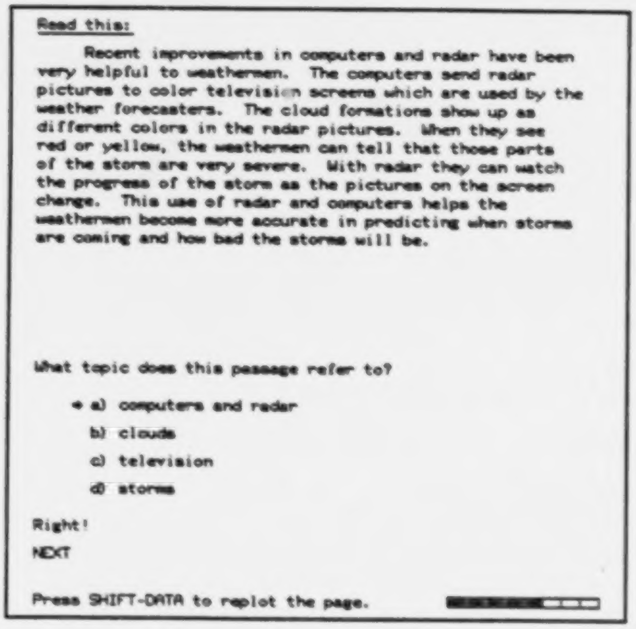
- Blanks in sentences fill with selected responses.
- Boxes in a progress bar at the bottom of the screen fill as each item is completed correctly.
- Response feedback to correct and incorrect answers is encouraging.

Offline Materials SRA Reading Lab IIIa: SRA Rate Builders (Rose Level) and SRA Power Builders (Purple Level)

Intended Audience Adolescents and adults

Completion Time 60 minutes (self-paced)

Associated Lessons Finding the Main Idea, Lessons 1-20



Read this:

Recent improvements in computers and radar have been very helpful to weathermen. The computers send radar pictures to color television screens which are used by the weather forecasters. The cloud formations show up as different colors in the radar pictures. When they see red or yellow, the weathermen can tell that those parts of the storm are very severe. With radar they can watch the progress of the storm as the pictures on the screen change. This use of radar and computers helps the weathermen become more accurate in predicting when storms are coming and how bad the storms will be.

What topic does this passage refer to?

► a) computers and radar

b) clouds

c) television

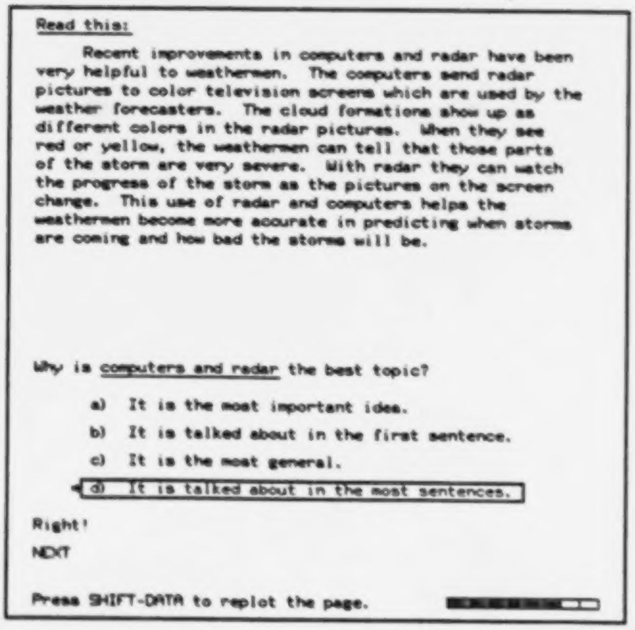
d) storms

Right!

NEXT

Press SHIFT-DATA to replot the page.

Figure 1-a



Read this:

Recent improvements in computers and radar have been very helpful to weathermen. The computers send radar pictures to color television screens which are used by the weather forecasters. The cloud formations show up as different colors in the radar pictures. When they see red or yellow, the weathermen can tell that those parts of the storm are very severe. With radar they can watch the progress of the storm as the pictures on the screen change. This use of radar and computers helps the weathermen become more accurate in predicting when storms are coming and how bad the storms will be.

Why is computers and radar the best topic?

a) It is the most important idea.

b) It is talked about in the first sentence.

c) It is the most general.

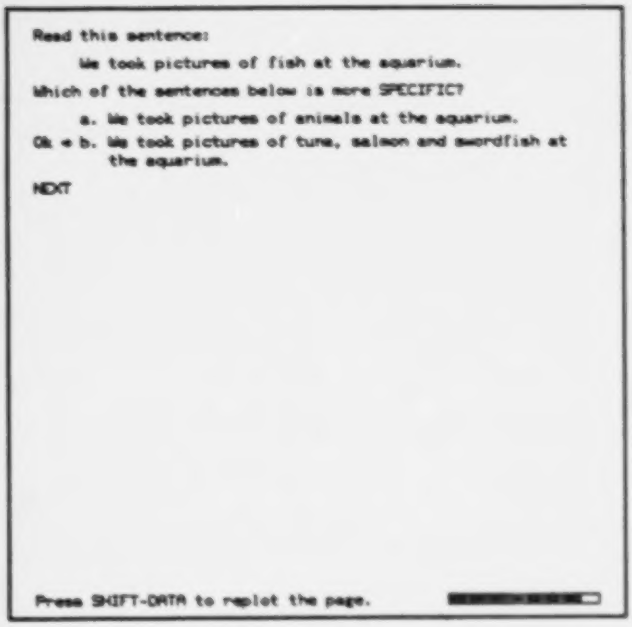
◀ d) It is talked about in the most sentences.

Right!

NEXT

Press SHIFT-DATA to replot the page.

Figure 1-b



Read this sentence:

We took pictures of fish at the aquarium.

Which of the sentences below is more SPECIFIC?

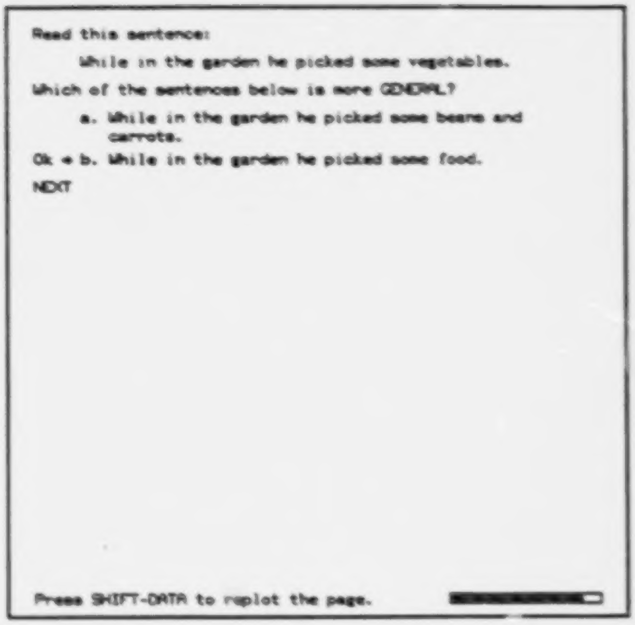
a. We took pictures of animals at the aquarium.

Ok ← b. We took pictures of tuna, salmon and swordfish at the aquarium.

NEXT

Press SHIFT-DATA to replot the page.

Figure 2-a



Read this sentence:

While in the garden he picked some vegetables.

Which of the sentences below is more GENERAL?

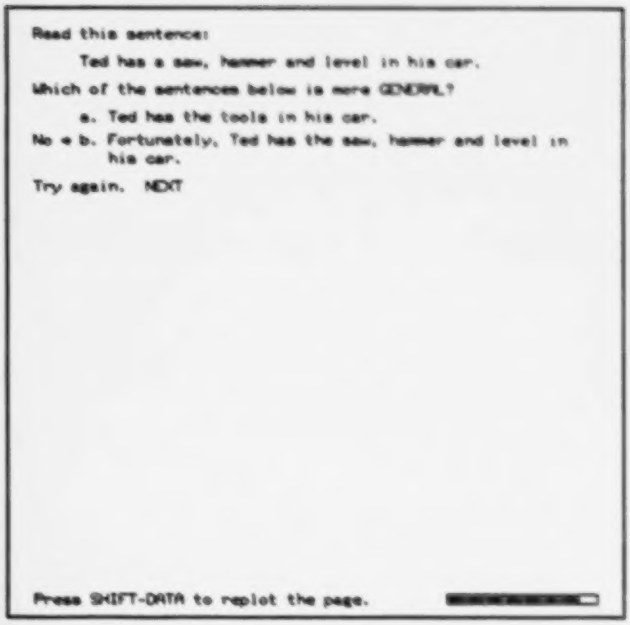
a. While in the garden he picked some beans and carrots.

Ok ← b. While in the garden he picked some food.

NEXT

Press SHIFT-DATA to replot the page.

Figure 2-b



Read this sentence:

Ted has a saw, hammer and level in his car.

Which of the sentences below is more GENERAL?

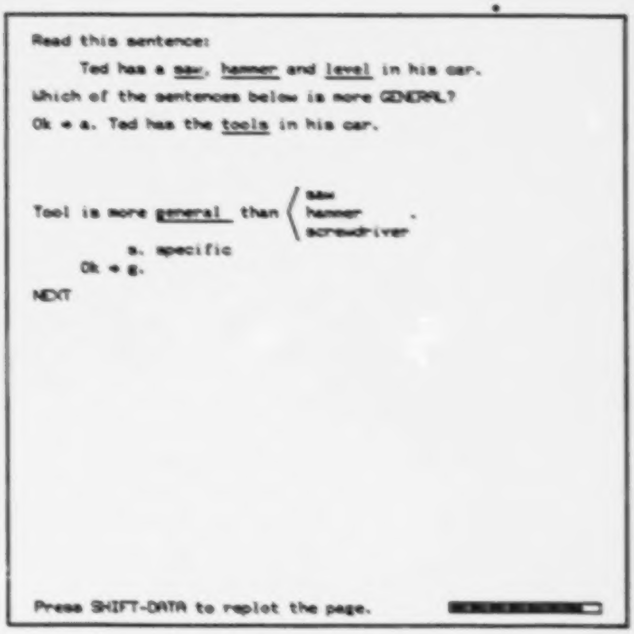
a. Ted has the tools in his car.

No ← b. Fortunately, Ted has the saw, hammer and level in his car.

Try again. NEXT

Press SHIFT-DATA to replot the page.

Figure 2-c



Read this sentence:

Ted has a saw, hammer and level in his car.

Which of the sentences below is more GENERAL?

Ok ← a. Ted has the tools in his car.

Tool is more general than ⟨ saw / hammer / screwdriver ⟩.

a. specific

Ok ← g.

NEXT

Press SHIFT-DATA to replot the page.

Figure 2-d

Lesson

Finding the Main Idea: Lesson 9

File *mainidea*

Authors
Robert J. Stevens
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Albert C. Liu
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Author Affiliation
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Objectives

- To find the sentence that best describes the main idea of a passage.
- To determine which of two sentences is more specific or more general.
- To identify the topic of a number of sentences.
- To identify the topic of a paragraph.
- To build vocabulary.
- To infer from previous reading the meaning of words and phrases.

Description

In this seven-item lesson, students practice superordination, find the topic of a number of sentences or the topic of a paragraph, and are introduced to main idea strategy.

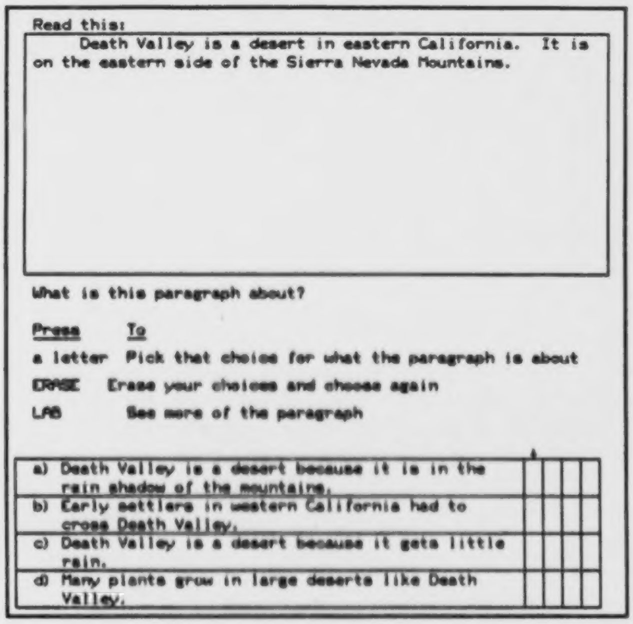
Main idea strategy: Students are given instruction and practice in the strategy for identifying the main idea of a passage. This involves teaching the student to generate hypotheses in terms of one-sentence summaries that tell what the entire passage is about. It also involves practice testing these hypotheses based upon information presented in a passage.

Item 1: Determining which of two sentences is more specific or more general. Students read a sentence and answer, "Which of the sentences below is more SPECIFIC (or more GENERAL)?" They select an answer from two or three distractor sentences.

Item 2: Finding the topic of a number of sentences. Students read a passage about *fossils* that contains seven simple, compound, and complex sentences and answer, "What is the best topic for this list of sentences?

Items 3, 4, 6, and 7: Finding the sentence that best describes the main idea of a passage. Students read: "Now you know how to find the main topic of a passage. Let's see how to select the sentence that best describes what the passage tells about the topic. The goal is to select the sentence that best sums up what the paragraph is about."

	Students read a passage, one or two sentences at a time, and, each time the new sentence(s) appear(s), answer the question, "Which of these choices might this story be about?" They press letter(s) next to one or more of four sentences at the bottom of the screen. Checkmarks appear in boxes next to the sentence(s) they select. Students answer, "What is this paragraph about?" by selecting the one sentence that describes the whole passage. Then, they see, "So the best MAIN IDEA for this paragraph is: ___," and the correct answer is provided. Item topics include: *a boy named "Chico," fossils*, *mountains*, and *why Death Valley is a desert.*
	See Figures 1-a through 1-c, which relate to *why Death Valley is a desert.*
	Item 5: Finding the main topic of a paragraph. Students read a six-sentence paragraph about *mountains* and select from four choices to answer, "What topic is this paragraph about?" Then, they answer, "Why is mountains the best topic?" by selecting an answer from four sentence choices.
Interaction	• Boxes in a progress bar at the bottom of the screen fill as each item is completed correctly. • Response feedback to correct and incorrect answers is encouraging.
Offline Materials	SRA Reading Lab IIIa: SRA Rate Builders (Rose Level) and SRA Power Builders (Purple Level)
Intended Audience	Adolescents and adults
Completion Time	60 minutes (self-paced)
Associated Lessons	Finding the Main Idea, Lessons 1-20



Read this:

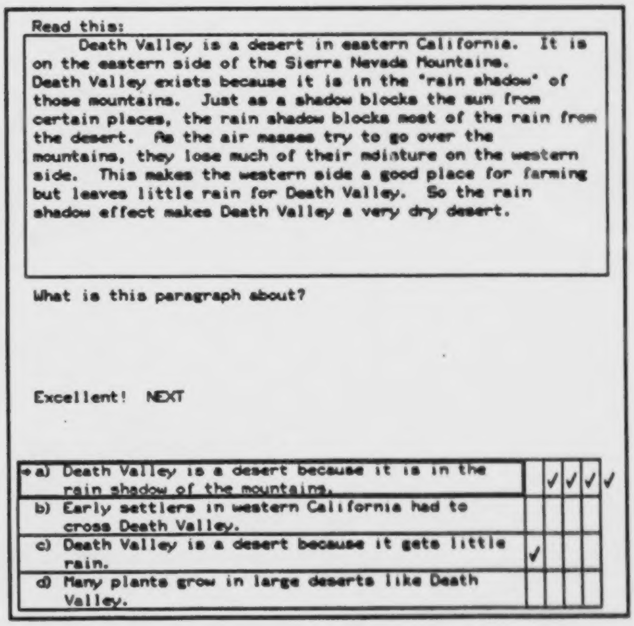
Death Valley is a desert in eastern California. It is on the eastern side of the Sierra Nevada Mountains.

What is this paragraph about?

Press	To
a letter	Pick that choice for what the paragraph is about
ERASE	Erase your choices and choose again
LAB	See more of the paragraph

a) Death Valley is a desert because it is in the rain shadow of the mountains.				
b) Early settlers in western California had to cross Death Valley.				
c) Death Valley is a desert because it gets little rain.				
d) Many plants grow in large deserts like Death Valley.				

Figure 1-a



Read this:

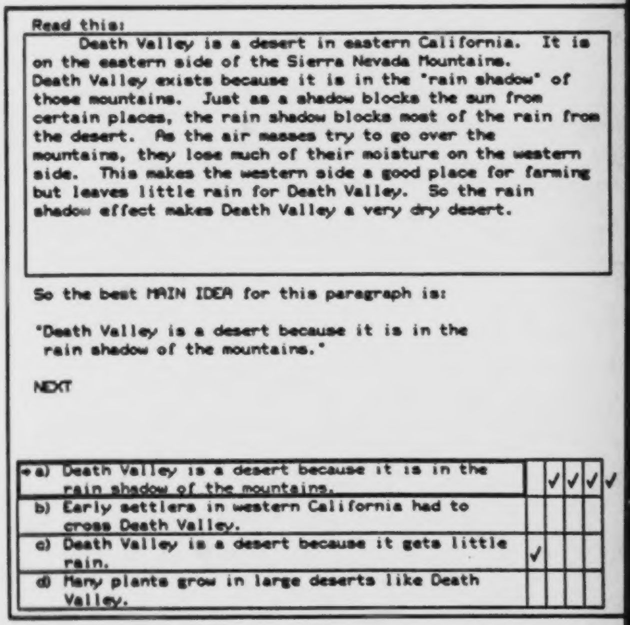
Death Valley is a desert in eastern California. It is on the eastern side of the Sierra Nevada Mountains. Death Valley exists because it is in the "rain shadow" of those mountains. Just as a shadow blocks the sun from certain places, the rain shadow blocks most of the rain from the desert. As the air masses try to go over the mountains, they lose much of their moisture on the western side. This makes the western side a good place for farming but leaves little rain for Death Valley. So the rain shadow effect makes Death Valley a very dry desert.

What is this paragraph about?

Excellent! NEXT

→ a) Death Valley is a desert because it is in the rain shadow of the mountains.		✓	✓	✓	✓
b) Early settlers in western California had to cross Death Valley.					
c) Death Valley is a desert because it gets little rain.	✓				
d) Many plants grow in large deserts like Death Valley.					

Figure 1-b



Read this:

Death Valley is a desert in eastern California. It is on the eastern side of the Sierra Nevada Mountains. Death Valley exists because it is in the "rain shadow" of those mountains. Just as a shadow blocks the sun from certain places, the rain shadow blocks most of the rain from the desert. As the air masses try to go over the mountains, they lose much of their moisture on the western side. This makes the western side a good place for farming but leaves little rain for Death Valley. So the rain shadow effect makes Death Valley a very dry desert.

So the best MAIN IDEA for this paragraph is:

"Death Valley is a desert because it is in the rain shadow of the mountains."

NEXT

→ a) Death Valley is a desert because it is in the rain shadow of the mountains.		✓	✓	✓	✓
b) Early settlers in western California had to cross Death Valley.					
c) Death Valley is a desert because it gets little rain.	✓				
d) Many plants grow in large deserts like Death Valley.					

Figure 1-c

Lesson
Finding the Main Idea: Lesson 10

File *mainidea*

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Objectives

- To find the sentence that best describes the main idea of a passage.
- To identify the topic of a paragraph.
- To build vocabulary.
- To infer from previous reading the meaning of words and phrases.

Description

This is a six-item lesson, in which students select the best topic for a paragraph and find the sentence that best describes the topic of a passage. The lesson provides students with more practice items to ensure they learn the main idea strategy presented in *Finding the Main Idea*, Lesson 9.

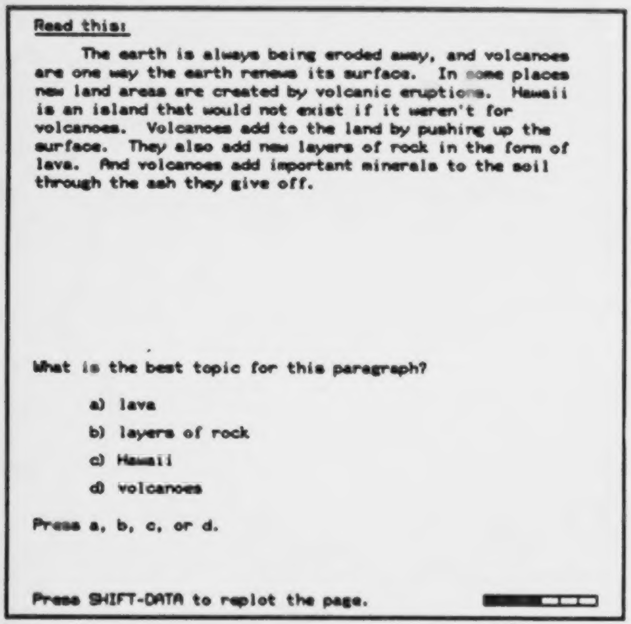
Items 1 and 4: Finding the main topic of a paragraph. Students read a paragraph about *mountains* (Item 1) or *volcanoes* (Item 4) and select from four choices to answer, "What is the best topic for this paragraph?" Then, they answer, "Why is (mountains or volcanoes) the best topic?" by selecting an answer from four choices (see Figures 1-a and 1-b).

Items 2, 3, 5, and 6: Finding the sentence that best describes the main idea of a passage. Students read: "Now you know how to find the main topic of a passage. Let's see how to select the sentence that best describes what the passage tells about the topic. The goal is to select the sentence that best sums up what the whole story is about."

Students read a passage, one or two sentences at a time, and, each time the sentence(s) appear(s), answer the question, "Which of these choices might this story be about?" They press letter(s) next to one or more of four sentences at the bottom of the screen. Checkmarks appear in boxes next to the sentence(s) they select. Students answer, "What is this story about?" by selecting the one sentence that describes the whole passage. Then, they read, "So the best MAIN IDEA for this story is ___." (See Figures 2-a and 2-b.)

Item topics include: *hurricanes*, *finding a fossil in a coal mine*, *good and bad effects of volcanoes*, and *how weathermen predict bad weather.*

Interaction	• Boxes in a progress bar at the bottom of the screen fill as each item is completed correctly. • Response feedback to correct and incorrect answers is encouraging.
Offline Materials	SRA Reading Lab IIIa: SRA Rate Builders (Rose Level) and SRA Power Builders (Purple Level)
Intended Audience	Adolescents and adults
Completion Time	60 minutes (self-paced)
Associated Lessons	Finding the Main Idea, Lessons 1-20



Read this:

The earth is always being eroded away, and volcanoes are one way the earth renews its surface. In some places new land areas are created by volcanic eruptions. Hawaii is an island that would not exist if it weren't for volcanoes. Volcanoes add to the land by pushing up the surface. They also add new layers of rock in the form of lava. And volcanoes add important minerals to the soil through the ash they give off.

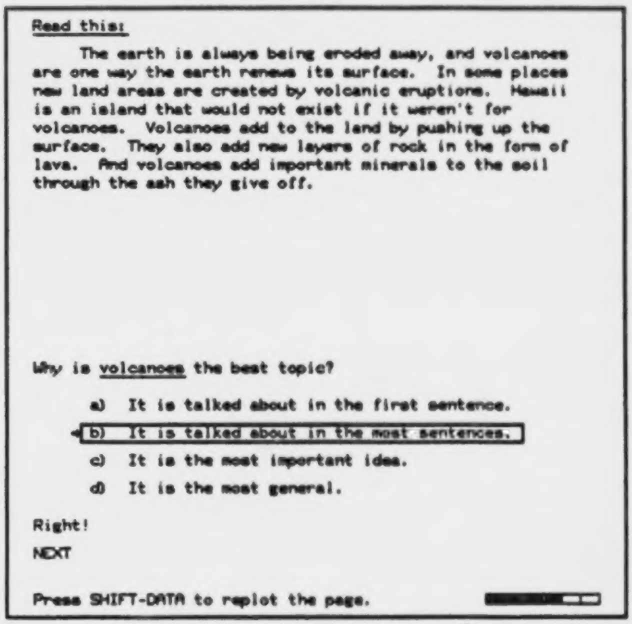
What is the best topic for this paragraph?

a) lava
b) layers of rock
c) Hawaii
d) volcanoes

Press a, b, c, or d.

Press SHIFT-DATA to replot the page.

Figure 1-a



Read this:

The earth is always being eroded away, and volcanoes are one way the earth renews its surface. In some places new land areas are created by volcanic eruptions. Hawaii is an island that would not exist if it weren't for volcanoes. Volcanoes add to the land by pushing up the surface. They also add new layers of rock in the form of lava. And volcanoes add important minerals to the soil through the ash they give off.

Why is volcanoes the best topic?

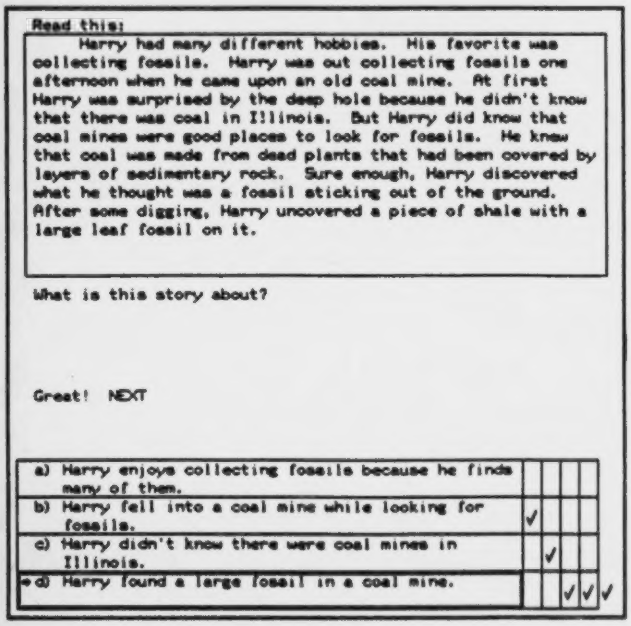
a) It is talked about in the first sentence.
→b) It is talked about in the most sentences.
c) It is the most important idea.
d) It is the most general.

Right!

NEXT

Press SHIFT-DATA to replot the page.

Figure 1-b



Read this:

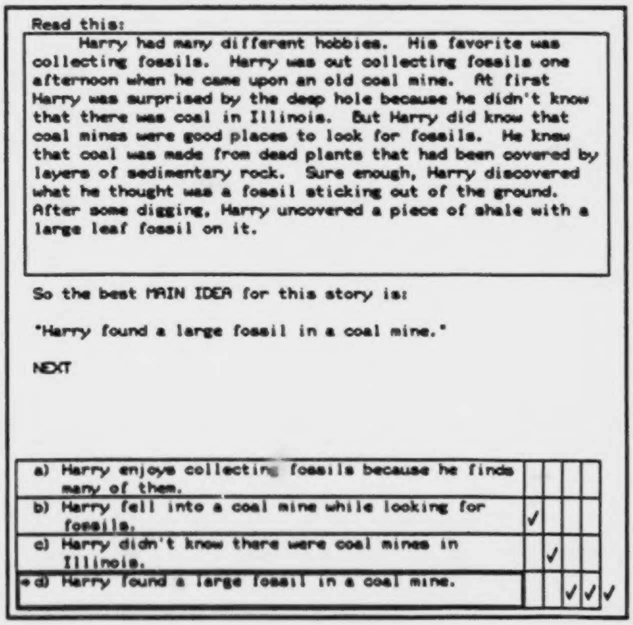
Harry had many different hobbies. His favorite was collecting fossils. Harry was out collecting fossils one afternoon when he came upon an old coal mine. At first Harry was surprised by the deep hole because he didn't know that there was coal in Illinois. But Harry did know that coal mines were good places to look for fossils. He knew that coal was made from dead plants that had been covered by layers of sedimentary rock. Sure enough, Harry discovered what he thought was a fossil sticking out of the ground. After some digging, Harry uncovered a piece of shale with a large leaf fossil on it.

What is this story about?

Great! NEXT

a) Harry enjoys collecting fossils because he finds many of them.					
b) Harry fell into a coal mine while looking for fossils.	✓				
c) Harry didn't know there were coal mines in Illinois.		✓			
→d) Harry found a large fossil in a coal mine.			✓	✓	✓

Figure 2-a



Read this:

Harry had many different hobbies. His favorite was collecting fossils. Harry was out collecting fossils one afternoon when he came upon an old coal mine. At first Harry was surprised by the deep hole because he didn't know that there was coal in Illinois. But Harry did know that coal mines were good places to look for fossils. He knew that coal was made from dead plants that had been covered by layers of sedimentary rock. Sure enough, Harry discovered what he thought was a fossil sticking out of the ground. After some digging, Harry uncovered a piece of shale with a large leaf fossil on it.

So the best MAIN IDEA for this story is:

"Harry found a large fossil in a coal mine."

NEXT

a) Harry enjoys collecting fossils because he finds many of them.					
b) Harry fell into a coal mine while looking for fossils.	✓				
c) Harry didn't know there were coal mines in Illinois.		✓			
→d) Harry found a large fossil in a coal mine.			✓	✓	✓

Figure 2-b

Unit 5

Reading Level E

Objectives Students who master Unit 5, Reading Level E will learn and assimilate new facts, widen their vocabulary, and will read with increased comprehension and fluency. They will learn:

- to answer "Does this sentence tell...?" by determining whether a sentence does or does not tell the answer to a particular question;
- to answer, "What does the boxed part tell?" by reading a passage with a boxed word or phrase and selecting from several choices the answer to what the boxed part tells;
- to answer a direct question that is presented after a passage by underlining the part of the passage that tells the answer;
- to answer a direct question that is presented before a passage by underlining the part of the passage that tells the answer;
- to build a paraphrase (multiple replacement) by filling in blanks in a series of sentences, so that all the sentences describe the same thing;
- to create a second sentence that is a paraphrase of the first sentence by filling in blanks, so that both sentences describe the same thing (cloze paraphrase);
- to increase reading comprehension and fluency;
- to build vocabulary;
- to learn and assimilate new facts;
- to identify the topic of a paragraph;
- to find the sentence that best describes the main idea of a passage; and
- to generate hypotheses in terms of one-sentence summaries that tell what an entire passage is about.

Lessons

- Reading Comprehension III, Lesson 1
- Reading Comprehension III, Lesson 2
- Reading Comprehension III, Lesson 3
- Pacer Passages VII

- Finding the Main Idea, Lesson 11
- Finding the Main Idea, Lesson 12
- Finding the Main Idea, Lesson 13

Offline Materials

- SRA Reading Lab IIIa: SRA Rate Builders (Orange Level) and SRA Power Builders (Violet Level)

Students must score at least seven out of eight on ten different passages of SRA Rate Builders and six out of seven on four different passages of SRA Power Builders.

Lesson

Reading Comprehension III: Lesson 1

File *reading3*

Authors Martin A. Siegel
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Objectives

- To answer, "Does this sentence tell...?" i.e., to distinguish whether a sentence does or does not tell the answer to a particular question.
- To build a paraphrase (multiple replacement); i.e., to paraphrase by filling in blanks in a series of sentences, so that all the sentences describe the same thing.
- To create a second sentence that is a paraphrase of the first sentence by filling in blanks, so that both sentences describe the same thing (cloze paraphrase).
- To answer, "What does the boxed part tell?" i.e., to read a passage with a boxed word or phrase and to select from several choices what the boxed part tells.
- To recognize when a phrase answers the questions: *what*, *what kind of*, *when*, or *why*.
- To recognize synonyms and synonymous phrases.
- To build vocabulary.

Description In this two-part lesson, students students receive more practice on what they have learned in previous lessons.

Part 1: "Does this sentence tell...?" (seven uncued items). Students answer *why* and *what kind of* questions. If they correctly answer "Yes," they underline the part of the sentence that tells the answer. If they answer "No," and are correct, they proceed to the next item.

"Build a paraphrase (multiple replacement)" (four items). Students fill in blanks in a series of two or three passages that contain the exact words of an original passage. They select from four synonymous words or phrases to fill in the blanks, so that all the passages describe the same thing.

Figure 1 illustrates a multiple replacement paraphrase in which a student has filled in a blank in three passages. Each passage is a paraphrase of the original presented passage.

"Cloze paraphrase" (four items). Two sentences appear on the screen. Students read the first sentence and then read a second sentence that does not use the exact words of the first but has the same meaning.

They select from four or five or six phrases to fill in one or two blanks in the second sentence, so that both sentences describe the same thing.

Figures 2-a and 2-b show that a student has selected the correct synonymous phrases to replace "was flat" and "In the centuries before Christopher Columbus."

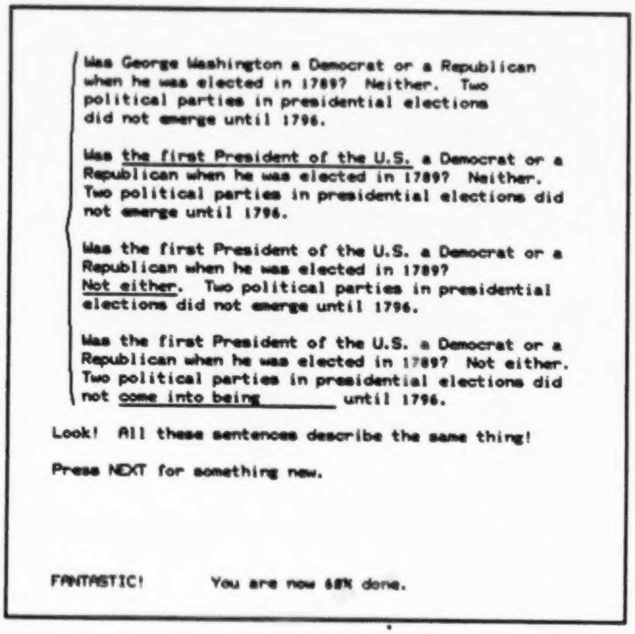
Part 2: "The boxed part tells...." (five uncued items). Students read a two- or three-sentence item that contains a boxed word or phrase. They select from four word or phrase choices to answer *what*, *why*, or *when* questions.

"Cloze paraphrase" (four items). This section is similar to the one in Part 1, except that students select from three or five or six phrases to fill in one, two, or three blanks in the second sentence, so that both sentences describe the same thing.

Interaction

- Corrective Feedback Paradigm (CFP): After reviewing a missed item, new items teaching the same concept recur at increasing intervals ensuring students master the concept. The new items are variations of the original item.
- The reading comprehension items are mastery-based, and students cannot undertake the next item until they understand and master the first teaching concept.
- Response feedback to correct and incorrect answers is encouraging.
- A message at the bottom of the screen indicates the percent of lesson completed.

Offline Materials	SRA Reading Lab IIIa: SRA Rate Builders (Orange Level) and SRA Power Builders (Violet Level)
Intended Audience	Adolescents and adults
Completion Time	60 minutes (self-paced)
Associated Lessons	Reading Comprehension I-IV
Special Note	Touch or mouse input optional



Was George Washington a Democrat or a Republican when he was elected in 1789? Neither. Two political parties in presidential elections did not emerge until 1796.

Was the first President of the U.S. a Democrat or a Republican when he was elected in 1789? Neither. Two political parties in presidential elections did not emerge until 1796.

Was the first President of the U.S. a Democrat or a Republican when he was elected in 1789? Not either. Two political parties in presidential elections did not emerge until 1796.

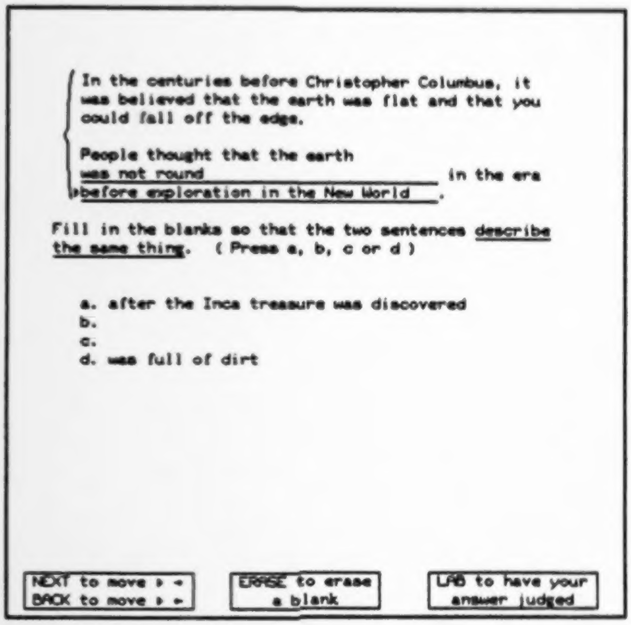
Was the first President of the U.S. a Democrat or a Republican when he was elected in 1789? Not either. Two political parties in presidential elections did not come into being until 1796.

Look! All these sentences describe the same thing!

Press NEXT for something new.

FANTASTIC! You are now 68% done.

Figure 1



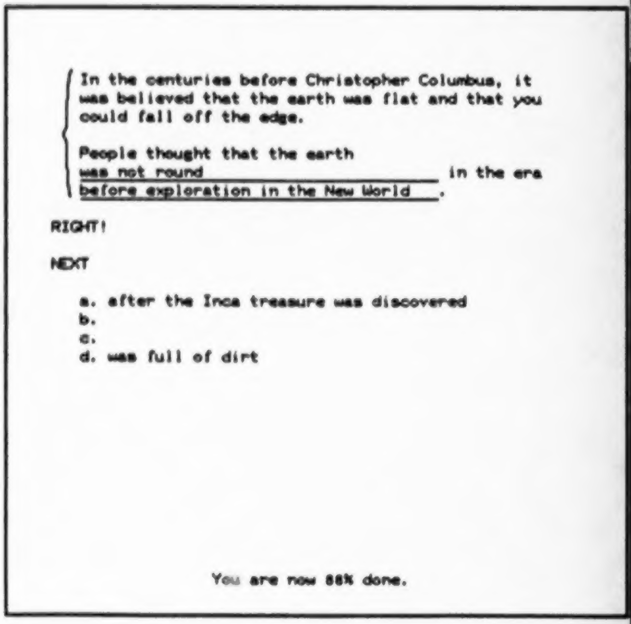
In the centuries before Christopher Columbus, it was believed that the earth was flat and that you could fall off the edge.

People thought that the earth was not round in the era before exploration in the New World.

Fill in the blanks so that the two sentences describe the same thing. (Press a, b, c or d)

a. after the Inca treasure was discovered
b.
c.
d. was full of dirt

Figure 2-a



In the centuries before Christopher Columbus, it was believed that the earth was flat and that you could fall off the edge.

People thought that the earth was not round in the era before exploration in the New World.

RIGHT!

NEXT

a. after the Inca treasure was discovered
b.
c.
d. was full of dirt

You are now 88% done.

Figure 2-b

Lesson

Reading Comprehension III: Lesson 2

File *reading3*

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Objectives

- To answer, "What does the boxed part tell?" i.e., to read a passage with a boxed word or phrase and to select from several choices what the boxed part tells.
- To answer a direct question that is presented before or after a passage by underlining the part of the passage that tells the answer.
- To build a paraphrase (multiple replacement); i.e., to paraphrase by filling in blanks in a series of sentences, so that all the sentences describe the same thing.
- To answer, "Does this sentence tell...?" i.e., to distinguish whether a sentence does or does not tell the answer to a particular question.
- To create a second sentence that is a paraphrase of the first sentence by filling in blanks, so that both sentences describe the same thing (cloze paraphrase).
- To recognize when a phrase answers the questions: *what* or *where*.
- To recognize synonyms and synonymous phrases.
- To build vocabulary.

Description

In this two-part lesson, students receive more practice on what they have learned in previous lessons.

Part 1: "What does the boxed part tell?" (five uncued items). This is the inverse of cued instruction: "Underline the part that tells...."

Students read a two-sentence passage and underline the part that answers, "The boxed part tells..." by selecting from four phrase choices the correct response. Selections answer *what*, *why*, or *where*? Figures 1-a and 1-b show that a student selected a *why* phrase correctly.

"Direct questions before or after a passage" (five uncued items). The items (questions before and questions after a passage) are mixed in this lesson. Students answer a direct question before or after passage items: they read a question and then follow directions: "Underline the words that tell the answer"; or they read the passage, read the directions, and then read the question.

"Build a paraphrase (multiple replacement)" (two items). Two sentences are presented. Message: "Fill in the blank, so that these sentences describe the same thing." Students select from four choices, and their selection automatically fills the blank. Then two more sentences appear, each with a different blank. When all sentences are filled in correctly, they are a series of paraphrases (see Figure 2).

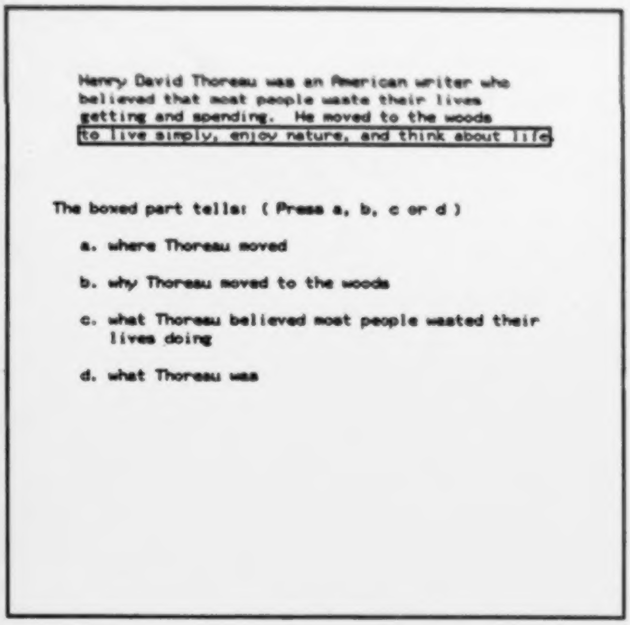
Figure 2 is the last of seven screens a student sees to complete a multiple-replacement paraphrase. The original and the three sentences the student completes all describe the same thing.

Part 2: "Does this sentence tell...?" (eight uncued items). Students answer *where* or *what* questions. If they correctly answer "Yes," they underline the part of the sentence that tells the answer. If they answer "No," and are correct, they proceed to the next item.

"Cloze paraphrase" (four items). Two sentences appear on the screen. Students read the first sentence and then read a second sentence that does not use the exact words of the first but has the same meaning.

They select from four or five or six phrases to fill in two or three blanks in the second sentence, so that both sentences describe the same thing.

Interaction	• Corrective Feedback Paradigm (CFP): After reviewing a missed item, new items teaching the same concept recur at increasing intervals ensuring students master the concept. The new items are variations of the original item. • The reading comprehension items are mastery-based, and students cannot undertake the next item until they understand and master the first teaching concept. • Response feedback to correct and incorrect answers is encouraging. • A message at the bottom of the screen indicates the percent of lesson completed.
Offline Materials	SRA Reading Lab IIIa: SRA Rate Builders (Orange Level) and SRA Power Builders (Violet Level)
Intended Audience	Adolescents and adults
Completion Time	60 minutes (self-paced)
Associated Lessons	Reading Comprehension I-IV
Special Note	Touch or mouse input optional



Henry David Thoreau was an American writer who believed that most people waste their lives getting and spending. He moved to the woods to live simply, enjoy nature, and think about life.

The boxed part tells: (Press a, b, c or d)

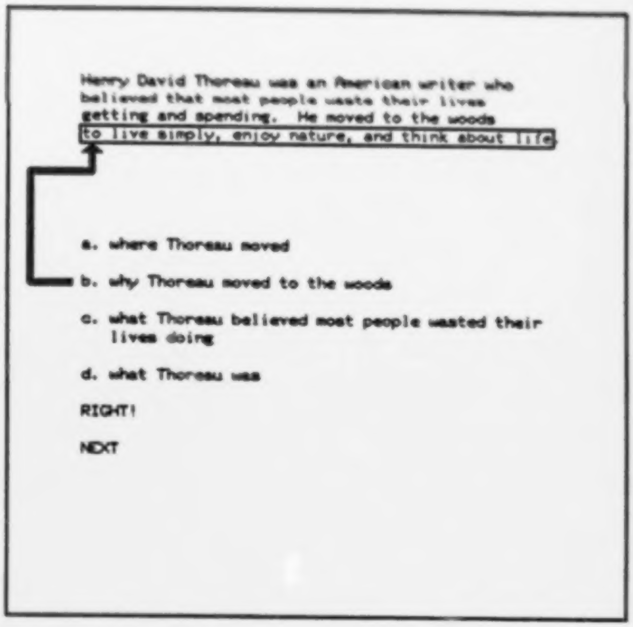
a. where Thoreau moved

b. why Thoreau moved to the woods

c. what Thoreau believed most people wasted their lives doing

d. what Thoreau was

Figure 1-a



Henry David Thoreau was an American writer who believed that most people waste their lives getting and spending. He moved to the woods to live simply, enjoy nature, and think about life.

a. where Thoreau moved

b. why Thoreau moved to the woods

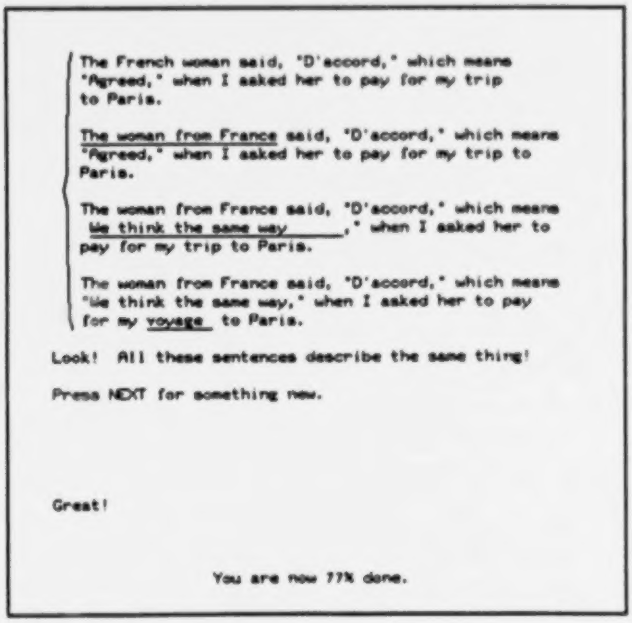
c. what Thoreau believed most people wasted their lives doing

d. what Thoreau was

RIGHT!

NEXT

Figure 1-b



The French woman said, "D'accord," which means "Agreed," when I asked her to pay for my trip to Paris.

The woman from France said, "D'accord," which means "Agreed," when I asked her to pay for my trip to Paris.

The woman from France said, "D'accord," which means "We think the same way ," when I asked her to pay for my trip to Paris.

The woman from France said, "D'accord," which means "We think the same way," when I asked her to pay for my voyage to Paris.

Look! All these sentences describe the same thing!

Press NEXT for something new.

Great!

You are now 77% done.

Figure 2

Lesson

Reading Comprehension III: Lesson 3

File

reading3

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Objectives

- To answer, "What does the boxed part tell?" i.e., to read a passage with a boxed word or phrase and to select from several choices what the boxed part tells.
- To build a paraphrase (multiple replacement); i.e., to paraphrase by filling in blanks in a series of sentences, so that all the sentences describe the same thing.
- To answer a direct question that is presented before or after a passage by underlining the part of the passage that tells the answer.
- To answer, "Does this sentence tell...?" i.e., to distinguish whether a sentence does or does not tell the answer to a particular question.
- To create a second sentence that is a paraphrase of the first sentence by filling in blanks, so that both sentences describe the same thing (cloze paraphrase).
- To recognize when a phrase answers the questions: *who*, *to whom*, *what*, *where*, or *how*.
- To recognize synonyms and synonymous phrases.
- To build vocabulary.

Description

In this two-part lesson, students receive more practice on what they have learned in previous lessons.

Part 1: "What does the boxed part tell?" (five uncued items). This is the inverse of cued instruction: "Underline the part that tells...."

Students read a two- or three-sentence passage and underline the part that answers, "The boxed part tells...." by selecting from four phrase choices the correct response. Selections answer *how*, *what*, or *to whom*.

"Build a paraphrase (multiple replacement)" (four items). Two sentences are presented. Message: "Fill in the blank, so that these sentences describe the same thing." Students select from four choices, and their selection automatically fills the blank in the second sentence. Then, two or three more sentences appear, each with a different blank. When all sentences are filled in correctly, they are a series of paraphrases.

"Direct question before or after a passage" (five uncued, mixed items). Students read *where*, *who*, or *how many* questions before a passage, and *who* or *what* questions after a passage and underline the words in the passages that answer the question. Figures 1-a and 1-b illustrate that a student, presented with a *where* question, underlines the correct answer in a two-sentence passage.

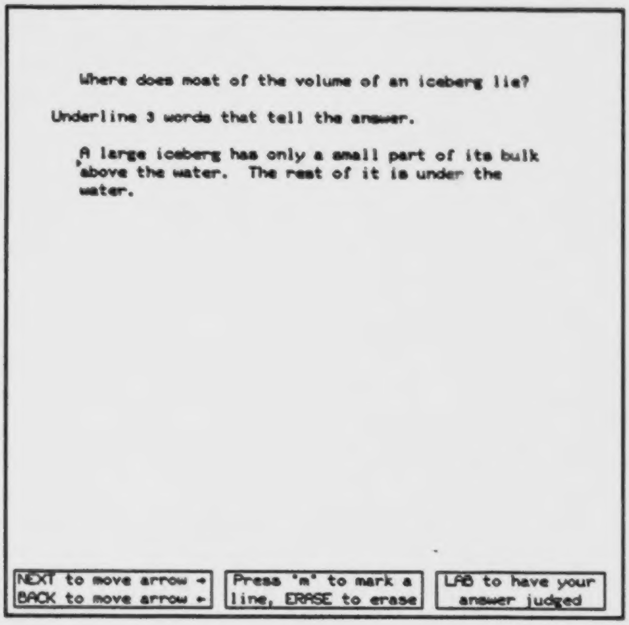
Part 2: "Does this sentence tell...?" (eight uncued items). Students decide whether the sentence does or does not answer a particular question. The sentence does not always contain the exact words used in the question.

They answer "Yes/No" to *who* or *how* questions and underline parts of the sentence that answer the question if they answer, "Yes." If their answer is "No," they continue on to a new item.

"Cloze paraphrase" (five items). Two sentences appear on the screen. Students read the first sentence and then read a second sentence that does not use the exact words of the first but has the same meaning.

They select from four, five, or six words or phrases to fill in two or three blanks in the second sentence, so that both sentences describe the same thing. In Figure 2, a student has selected three correct answers to complete a cloze paraphrase.

Interaction	• Corrective Feedback Paradigm (CFP): After reviewing a missed item, new items teaching the same concept recur at increasing intervals ensuring students master the concept. The new items are variations of the original item. • The reading comprehension items are mastery-based and students cannot undertake the next item until they understand and master the first teaching concept. • Response feedback to correct and incorrect answers is encouraging. • A message at the bottom of the screen indicates the percent of lesson completed.
Offline Materials	SRA Reading Lab IIIa: SRA Rate Builders (Orange Level) and SRA Power Builders (Violet Level)
Intended Audience	Adolescents and adults
Completion Time	60 minutes (self-paced)
Associated Lessons	Reading Comprehension I-IV
Special Note	Touch or mouse input optional



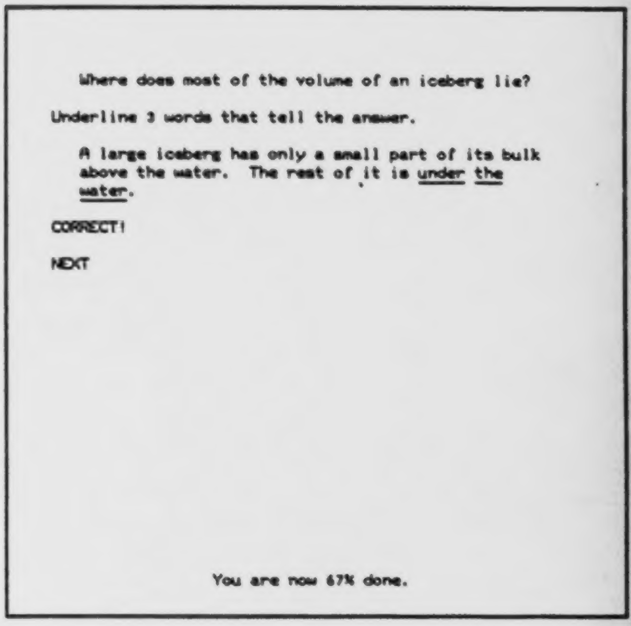
Where does most of the volume of an iceberg lie?

Underline 3 words that tell the answer.

A large iceberg has only a small part of its bulk above the water. The rest of it is under the water.

NEXT to move arrow →
BACK to move arrow ←
Press 'm' to mark a line, ERASE to erase
LAB to have your answer judged

Figure 1-a



Where does most of the volume of an iceberg lie?

Underline 3 words that tell the answer.

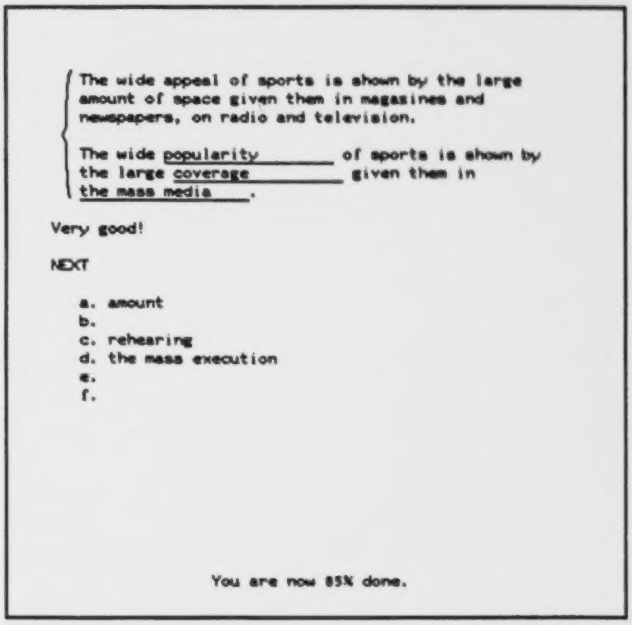
A large iceberg has only a small part of its bulk above the water. The rest of it is under the water.

CORRECT!

NEXT

You are now 67% done.

Figure 1-b



The wide appeal of sports is shown by the large amount of space given them in magazines and newspapers, on radio and television.

The wide popularity of sports is shown by the large coverage given them in the mass media.

Very good!

NEXT

a. amount
b.
c. rehearing
d. the mass execution
e.
f.

You are now 85% done.

Figure 2

Lesson

Pacer Passages VII

File *pacer07*

Authors Based on an idea developed by the PLATO Elementary Reading Project at the University of Illinois and adapted by Martin A. Siegel, Elaine C. Bruner, and Bruce M. Maggs.

Author Affiliation Courseware & Curriculum Applications (CCA) Group
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Objectives

- To increase reading comprehension and reading fluency.
- To build vocabulary.
- To learn and assimilate new facts.

Description This five-part lesson contains longer passages and more complex vocabulary than previous *Pacer Passages*. It consists of reading comprehension passages that relate to a biographical sketch of a famous person and to science. The biographical sketch contains 49 sentences, and the three-page passage must be read on three separate screens.

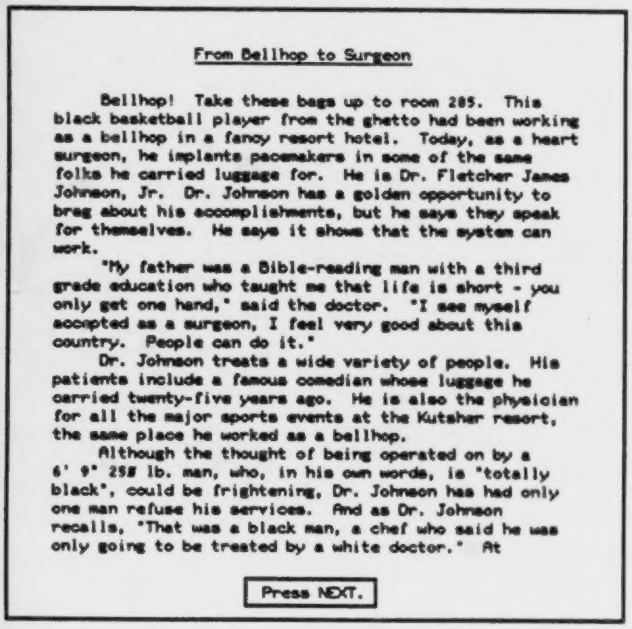
The self-paced passages are composed of simple, compound, and complex sentences, and students are encouraged to increase reading fluency as well as comprehension. On-screen graphs indicate how long they spend reading a passage, how many words they read in minutes or seconds, and the percentage of their correct responses.

Passage titles: *Space Shuttle*, *Blood Cells*, *Sensory Nerves*, *Glaciers*, and *From Bell Hop to Surgeon* (a biographical sketch of Dr. Fletcher James Johnson, Jr.). (See Figures 1 through 4 to read *From Bell Hop to Surgeon.*)

Students read from nine to 49 sentences on each subject. They are encouraged (after answering comprehension questions on each passage and viewing cumulative graphed scores) to reread the passages and increase reading fluency.

Students practice reading the passages sentence by sentence as they did in previous lessons. In this lesson, however, passages are in paragraph form. Students answer from five to seven questions that are more complex than in earlier lessons, since they are composed of phrases and full sentences instead of simply one word. When they have answered the questions correctly, students proceed to the next passage.

Interaction	• Press LAB to read passage sentence by sentence. • When students answer a comprehension question, "Right" appears next to a correct selection. • When they miss an item, "Wrong" appears next to the error. A message, "READ THIS AND TRY AGAIN," appears on the screen below, and students see the part of the passage that contains the correct answer to the item (see Figures 5 and 6). • Message: "You read the passage in ___ seconds or in ___ minutes. You read ___ words per minute. Now, let's see how well you understood it." • After students read all passages, two graphs plot their scores: words per minutes for each of five passages and percent accuracy for each passage.
Offline Materials	SRA Reading Lab IIIa: SRA Rate Builders (Orange Level) and SRA Power Builders (Violet Level)
Intended Audience	Adolescents and adults
Completion Time	90 minutes (self-paced)
Associated Lessons	Pacer Passages I-XIII



From Bellhop to Surgeon

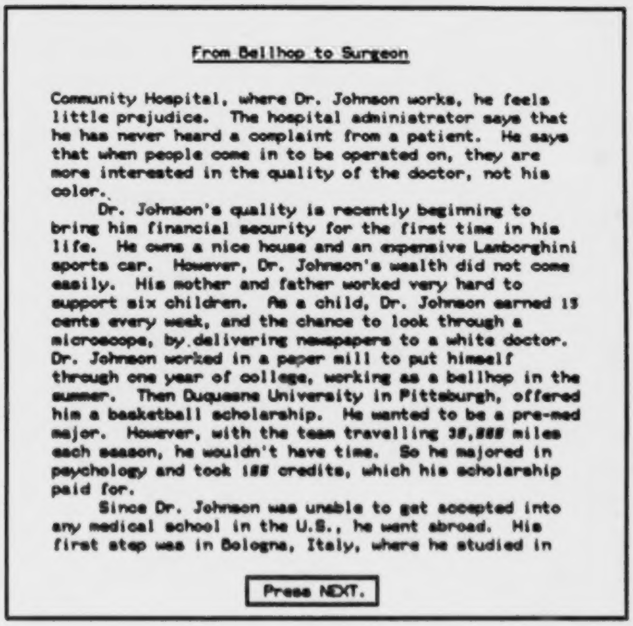
Bellhop! Take these bags up to room 205. This black basketball player from the ghetto had been working as a bellhop in a fancy resort hotel. Today, as a heart surgeon, he implants pacemakers in some of the same folks he carried luggage for. He is Dr. Fletcher James Johnson, Jr. Dr. Johnson has a golden opportunity to brag about his accomplishments, but he says they speak for themselves. He says it shows that the system can work.

"My father was a Bible-reading man with a third grade education who taught me that life is short - you only get one hand," said the doctor. "I see myself accepted as a surgeon, I feel very good about this country. People can do it."

Dr. Johnson treats a wide variety of people. His patients include a famous comedian whose luggage he carried twenty-five years ago. He is also the physician for all the major sports events at the Kutsher resort, the same place he worked as a bellhop.

Although the thought of being operated on by a 6' 9" 250 lb. man, who, in his own words, is "totally black", could be frightening, Dr. Johnson has had only one man refuse his services. And as Dr. Johnson recalls, "That was a black man, a chef who said he was only going to be treated by a white doctor." At

Figure 1



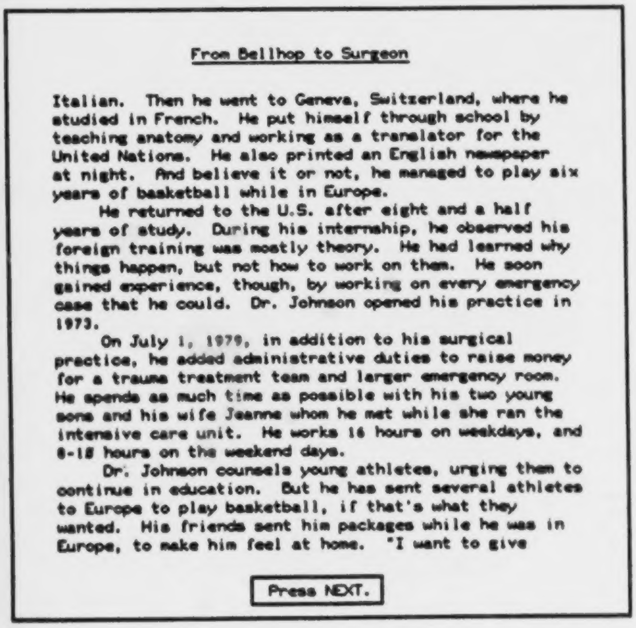
From Bellhop to Surgeon

Community Hospital, where Dr. Johnson works, he feels little prejudice. The hospital administrator says that he has never heard a complaint from a patient. He says that when people come in to be operated on, they are more interested in the quality of the doctor, not his color.

Dr. Johnson's quality is recently beginning to bring him financial security for the first time in his life. He owns a nice house and an expensive Lamborghini sports car. However, Dr. Johnson's wealth did not come easily. His mother and father worked very hard to support six children. As a child, Dr. Johnson earned 15 cents every week, and the chance to look through a microscope, by delivering newspapers to a white doctor. Dr. Johnson worked in a paper mill to put himself through one year of college, working as a bellhop in the summer. Then Duquesne University in Pittsburgh, offered him a basketball scholarship. He wanted to be a pre-med major. However, with the team travelling 30,000 miles each season, he wouldn't have time. So he majored in psychology and took 100 credits, which his scholarship paid for.

Since Dr. Johnson was unable to get accepted into any medical school in the U.S., he went abroad. His first step was in Bologna, Italy, where he studied in

Figure 2



From Bellhop to Surgeon

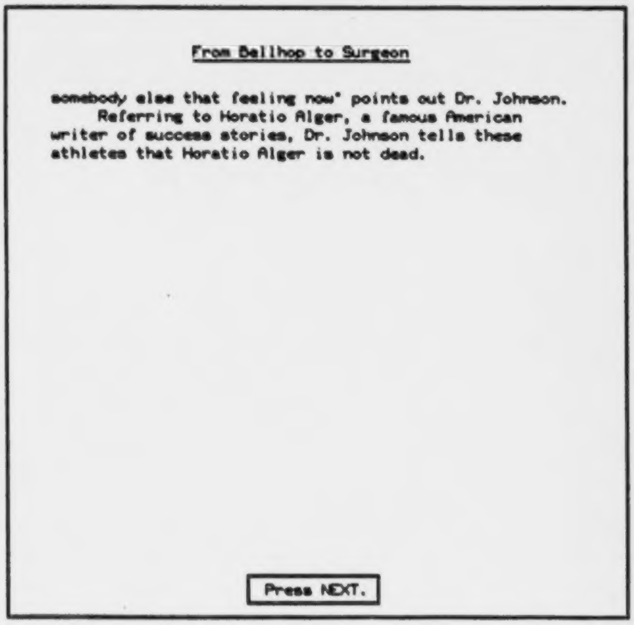
Italian. Then he went to Geneva, Switzerland, where he studied in French. He put himself through school by teaching anatomy and working as a translator for the United Nations. He also printed an English newspaper at night. And believe it or not, he managed to play six years of basketball while in Europe.

He returned to the U.S. after eight and a half years of study. During his internship, he observed his foreign training was mostly theory. He had learned why things happen, but not how to work on them. He soon gained experience, though, by working on every emergency case that he could. Dr. Johnson opened his practice in 1973.

On July 1, 1979, in addition to his surgical practice, he added administrative duties to raise money for a trauma treatment team and larger emergency room. He spends as much time as possible with his two young sons and his wife Jeanne whom he met while she ran the intensive care unit. He works 16 hours on weekdays, and 8-10 hours on the weekend days.

Dr. Johnson counsels young athletes, urging them to continue in education. But he has sent several athletes to Europe to play basketball, if that's what they wanted. His friends sent him packages while he was in Europe, to make him feel at home. "I want to give

Figure 3

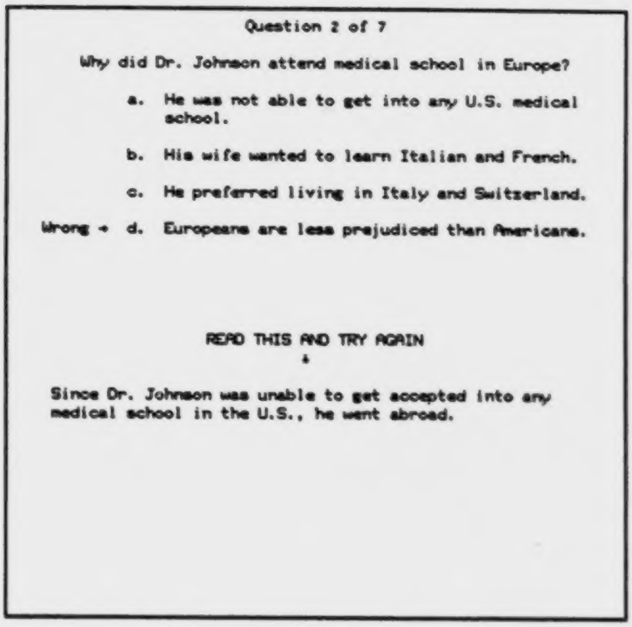


From Bellhop to Surgeon

somebody else that feeling now" points out Dr. Johnson.

Referring to Horatio Alger, a famous American writer of success stories, Dr. Johnson tells these athletes that Horatio Alger is not dead.

Figure 4



Question 2 of 7

Why did Dr. Johnson attend medical school in Europe?

a. He was not able to get into any U.S. medical school.

b. His wife wanted to learn Italian and French.

c. He preferred living in Italy and Switzerland.

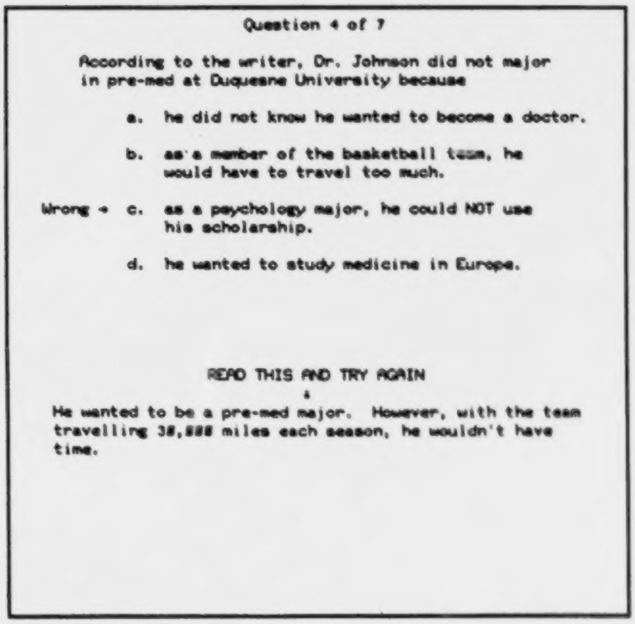
Wrong → d. Europeans are less prejudiced than Americans.

READ THIS AND TRY AGAIN

↓

Since Dr. Johnson was unable to get accepted into any medical school in the U.S., he went abroad.

Figure 5



Question 4 of 7

According to the writer, Dr. Johnson did not major in pre-med at Duquesne University because

a. he did not know he wanted to become a doctor.

b. as a member of the basketball team, he would have to travel too much.

Wrong → c. as a psychology major, he could NOT use his scholarship.

d. he wanted to study medicine in Europe.

READ THIS AND TRY AGAIN

↓

He wanted to be a pre-med major. However, with the team travelling 30,000 miles each season, he wouldn't have time.

Figure 6

Lesson

Finding the Main Idea: Lesson 11

File *mainidea*

Authors

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Albert C. Liu
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Author Affiliation

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Objectives

- To find the sentence that best describes the main idea of a passage.
- To identify the topic of a paragraph.
- To build vocabulary.
- To infer from previous reading the meaning of words and phrases.

Description

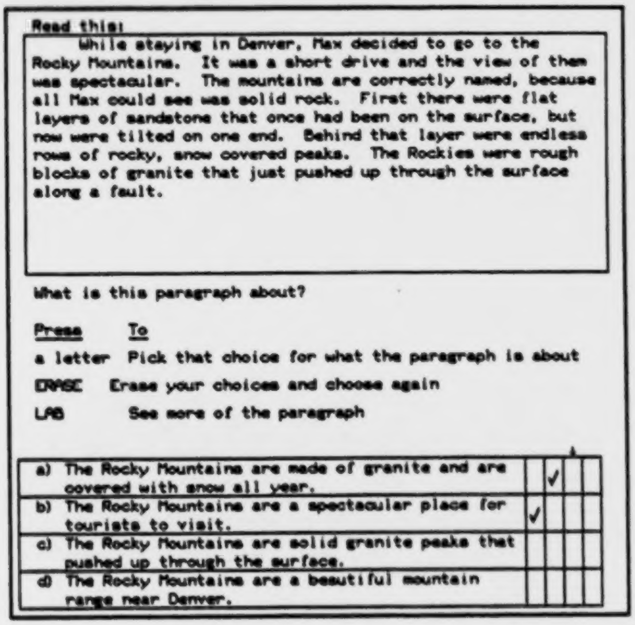
In this five-item lesson, students select the best topic for a paragraph and find the sentence that best describes the main idea of a passage. The lesson provides students with more practice items to ensure they learn the main idea strategy presented in Lessons 9 and 10.

Items 1, 2, and 4: Finding the main topic of a paragraph. Students read a paragraph about *rainmakers* (Item 1) or *hurricanes* (Item 2) or *volcanoes* (Item 4) and select from four word choices the answer to "What is the best topic for this passage?" Then, they answer, "Why is rainmakers, or hurricanes, or volcanoes the best topic?" by selecting one of four sentence choices.

Items 3 and 5: Finding the sentence that best describes the main idea of a passage. Students read a passage one, two, or three sentences at a time, and, each time the new sentence(s) appear(s), answer the question, "What is this paragraph about?" They press letter(s) next to one or more of four sentences at the bottom of the screen. Checkmarks appear in boxes next to the sentence(s) they select. Students then answer, "Which choice is the best main idea for the paragraph?" by selecting the one sentence with the most checkmarks, which is the sentence that describes the main idea for the whole passage. The topic of Item 3 is *The Rocky Mountains*; of Item 5, *hail*.

See Figures 1-a through 1-c, which relate to *The Rocky Mountains*. Figure 1-a shows that the student has made an error. In Figure 1-b, a box is drawn around the correct response. In Figure 1-c, the student receives additional help: the sentences in the passage, which are clues to the correct response, are underlined.

Interaction	• Boxes in progress bar at the bottom of the screen fill as each item is completed correctly. • Response feedback to correct and incorrect answers is encouraging.
Offline Materials	SRA Reading Lab IIIa: SRA Rate Builders (Orange Level) and SRA Power Builders (Violet Level)
Intended Audience	Adolescents and adults
Completion Time	60 minutes (self-paced)
Associated Lessons	Finding the Main Idea, Lessons 1-20



Read this:

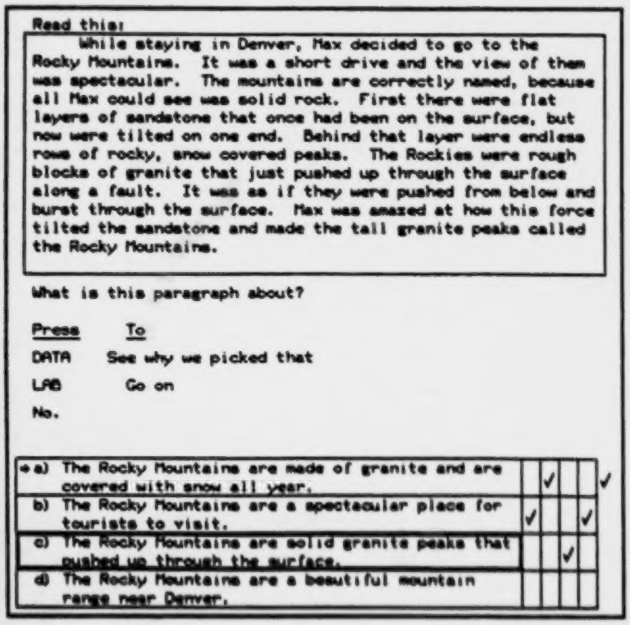
While staying in Denver, Max decided to go to the Rocky Mountains. It was a short drive and the view of them was spectacular. The mountains are correctly named, because all Max could see was solid rock. First there were flat layers of sandstone that once had been on the surface, but now were tilted on one end. Behind that layer were endless rows of rocky, snow covered peaks. The Rockies were rough blocks of granite that just pushed up through the surface along a fault.

What is this paragraph about?

Press	To
a letter	Pick that choice for what the paragraph is about
ERASE	Erase your choices and choose again
LAB	See more of the paragraph

a)	The Rocky Mountains are made of granite and are covered with snow all year.		✓		
b)	The Rocky Mountains are a spectacular place for tourists to visit.	✓			
c)	The Rocky Mountains are solid granite peaks that pushed up through the surface.				
d)	The Rocky Mountains are a beautiful mountain range near Denver.				

Figure 1-a



Read this:

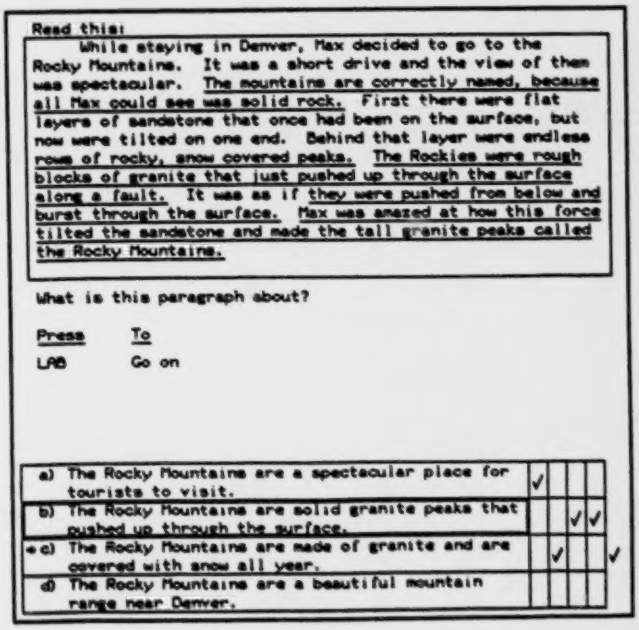
While staying in Denver, Max decided to go to the Rocky Mountains. It was a short drive and the view of them was spectacular. The mountains are correctly named, because all Max could see was solid rock. First there were flat layers of sandstone that once had been on the surface, but now were tilted on one end. Behind that layer were endless rows of rocky, snow covered peaks. The Rockies were rough blocks of granite that just pushed up through the surface along a fault. It was as if they were pushed from below and burst through the surface. Max was amazed at how this force tilted the sandstone and made the tall granite peaks called the Rocky Mountains.

What is this paragraph about?

Press	To
DATA	See why we picked that
LAB	Go on
No.	

→ a)	The Rocky Mountains are made of granite and are covered with snow all year.		✓			✓
b)	The Rocky Mountains are a spectacular place for tourists to visit.	✓			✓	
c)	The Rocky Mountains are solid granite peaks that pushed up through the surface.			✓		
d)	The Rocky Mountains are a beautiful mountain range near Denver.					

Figure 1-b



Read this:

While staying in Denver, Max decided to go to the Rocky Mountains. It was a short drive and the view of them was spectacular. The mountains are correctly named, because all Max could see was solid rock. First there were flat layers of sandstone that once had been on the surface, but now were tilted on one end. Behind that layer were endless rows of rocky, snow covered peaks. The Rockies were rough blocks of granite that just pushed up through the surface along a fault. It was as if they were pushed from below and burst through the surface. Max was amazed at how this force tilted the sandstone and made the tall granite peaks called the Rocky Mountains.

What is this paragraph about?

Press	To
LAB	Go on

a)	The Rocky Mountains are a spectacular place for tourists to visit.	✓				
b)	The Rocky Mountains are solid granite peaks that pushed up through the surface.			✓	✓	
→ c)	The Rocky Mountains are made of granite and are covered with snow all year.		✓			✓
d)	The Rocky Mountains are a beautiful mountain range near Denver.					

Figure 1-c

Lesson	**Finding the Main Idea: Lesson 12**
File	*mainidea*
Authors	Robert J. Stevens Lindsay P. Reichmann Albert C. Liu Martin A. Siegel Robert C. Dixon
Author Affiliation	Courseware & Curriculum Applications (CCA) Group University of Illinois at Urbana-Champaign

Objectives

- To find the sentence that best describes the main idea of a passage.
- To identify the topic of a paragraph.
- To build vocabulary.
- To infer from previous reading the meaning of words and phrases.

Description

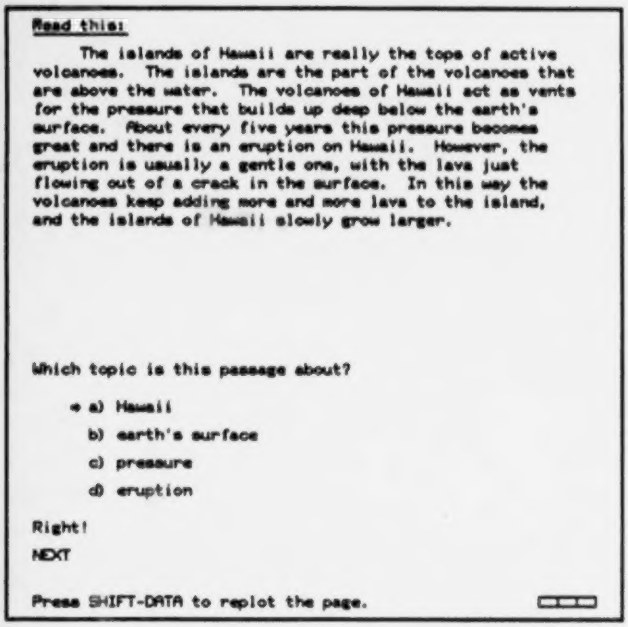
This is a three-part lesson, in which students select the best topic for a paragraph and find the sentence that best describes the main idea of a passage. The lesson provides students with additional practice to ensure they master the concepts.

Item 1: Finding the main topic of a paragraph. Students read a paragraph about *Hawaii* and select from four word choices the answer to "Which topic is this passage about?" Then, they answer, "Why is Hawaii the best topic?" by selecting one of four sentence choices (see Figures 1-a and 1-b).

Items 2 and 3: Finding the sentence that best describes the main idea of a passage. Students read a passage one, two, or three sentences at a time, and, each time the new sentence(s) appear(s), answer the question, "What is the main idea of the story?" They press letter(s) next to one or more of four sentences at the bottom of the screen. Checkmarks appear in boxes next to the sentence(s) they select. Students then answer, "What is the main idea of the story?" by selecting the one sentence with the most checkmarks, which is the sentence that describes the main idea for the whole passage. The topics of Items 2 and 3 are *weather* and *dew* respectively.

(See Figures 2-a and 2-b, which relate to *dew*.)

Interaction	• Boxes in a progress bar at the bottom of the screen fill as each item is completed correctly. • Response feedback to correct and incorrect answers is encouraging.
Offline Materials	SRA Reading Lab IIIa: SRA Rate Builders (Orange Level) and SRA Power Builders (Violet Level)
Intended Audience	Adolescents and adults
Completion Time	60 minutes (self-paced)
Associated Lessons	Finding the Main Idea, Lessons 1-20



Read this:

The islands of Hawaii are really the tops of active volcanoes. The islands are the part of the volcanoes that are above the water. The volcanoes of Hawaii act as vents for the pressure that builds up deep below the earth's surface. About every five years this pressure becomes great and there is an eruption on Hawaii. However, the eruption is usually a gentle one, with the lava just flowing out of a crack in the surface. In this way the volcanoes keep adding more and more lava to the island, and the islands of Hawaii slowly grow larger.

Which topic is this passage about?

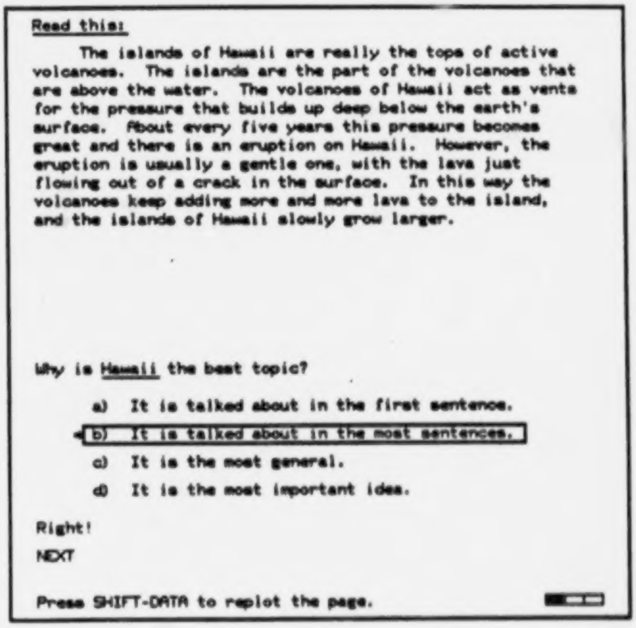
- → a) Hawaii
- b) earth's surface
- c) pressure
- d) eruption

Right!

NEXT

Press SHIFT-DATA to replot the page.

Figure 1-a



Read this:

The islands of Hawaii are really the tops of active volcanoes. The islands are the part of the volcanoes that are above the water. The volcanoes of Hawaii act as vents for the pressure that builds up deep below the earth's surface. About every five years this pressure becomes great and there is an eruption on Hawaii. However, the eruption is usually a gentle one, with the lava just flowing out of a crack in the surface. In this way the volcanoes keep adding more and more lava to the island, and the islands of Hawaii slowly grow larger.

Why is Hawaii the best topic?

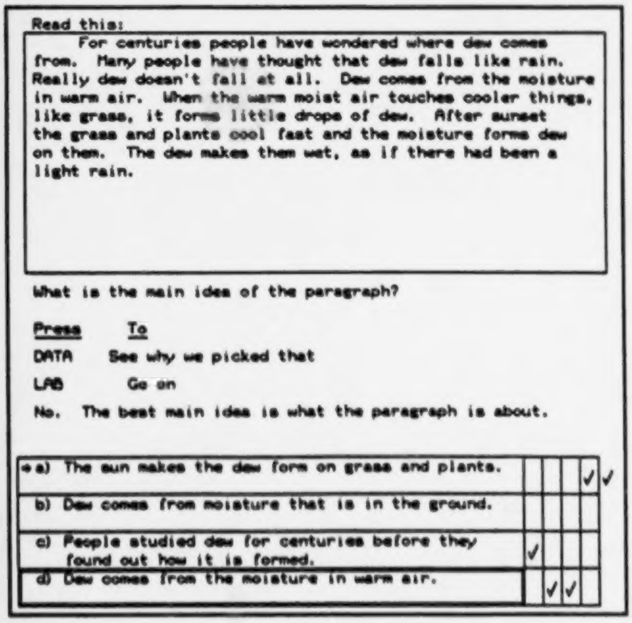
- a) It is talked about in the first sentence.
- → b) It is talked about in the most sentences.
- c) It is the most general.
- d) It is the most important idea.

Right!

NEXT

Press SHIFT-DATA to replot the page.

Figure 1-b



Read this:

For centuries people have wondered where dew comes from. Many people have thought that dew falls like rain. Really dew doesn't fall at all. Dew comes from the moisture in warm air. When the warm moist air touches cooler things, like grass, it forms little drops of dew. After sunset the grass and plants cool fast and the moisture forms dew on them. The dew makes them wet, as if there had been a light rain.

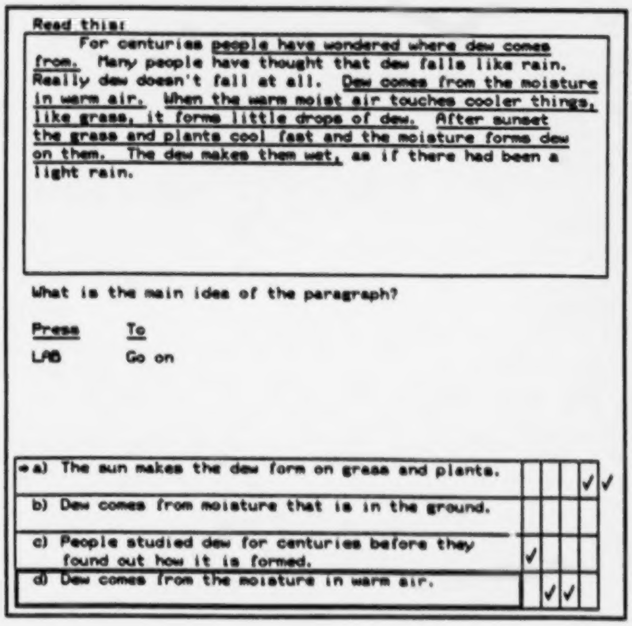
What is the main idea of the paragraph?

Press	To
DATA	See why we picked that
LAB	Go on

No. The best main idea is what the paragraph is about.

→ a) The sun makes the dew form on grass and plants.				✓	✓
b) Dew comes from moisture that is in the ground.					
c) People studied dew for centuries before they found out how it is formed.	✓				
d) Dew comes from the moisture in warm air.		✓	✓		

Figure 2-a



Read this:

For centuries people have wondered where dew comes from. Many people have thought that dew falls like rain. Really dew doesn't fall at all. Dew comes from the moisture in warm air. When the warm moist air touches cooler things, like grass, it forms little drops of dew. After sunset the grass and plants cool fast and the moisture forms dew on them. The dew makes them wet, as if there had been a light rain.

What is the main idea of the paragraph?

Press	To
LAB	Go on

→ a) The sun makes the dew form on grass and plants.				✓	✓
b) Dew comes from moisture that is in the ground.					
c) People studied dew for centuries before they found out how it is formed.	✓				
d) Dew comes from the moisture in warm air.		✓	✓		

Figure 2-b

Lesson

Finding the Main Idea: Lesson 13

File *mainidea*

Authors

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Author Affiliation

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Objectives

- To generate hypotheses in terms of one-sentence summaries that tell what an entire passage is about.
- To build vocabulary.
- To infer from previous reading the meaning of words and phrases.

Description

This lesson presents a new format. Students play a two-part game, "Best Guess" and "All Or None," in which they hypothesize and select the main idea of a passage by reading four one-sentence summaries, each of which might be a summary of the passage.

After reading directions, students are guided through a practice session of the game before beginning the lesson. They press computer keys to see how the game should be played. (The figures included in this lesson are from the practice session.)

In "Best Guess," the game board contains a blank at the top of the screen that fills a sentence or two at a time. Four sentences at the bottom of the screen describe what may be the main idea of the passage. Checkmarks appear in 16 boxes next to the sentences, as students select their choice to answer, "BEST GUESS: Can you guess what this story is about?" (see Figures 1-a through 1-d).

Students receive $25 (play money only!) to play the game. They read one or two sentences of a passage but usually cannot determine the main idea of the entire passage, so they spend $3 to read one or two more sentences. If they still can't guess the main idea, they spend another $3 to see more of the passage. If they think they know what the passage is about, they bet on one sentence or *hedge* their bet by placing money on two sentences at once (see Figures 1-e through 1-h).

During the game, students can change their sentence choice by pressing ERASE.

In the second part of the game, "All Or None," a fifth box appears, and students have two more chances to find the main idea. They must spend all the money they have left. Then, they learn how much money they have won.

Scoring the game: All the money a student bets on the right choice is added and multiplied by two. That is the student's score.

Hall of Fame: The highest average scores of top winners of the game are listed on a screen that the students can see by pressing DATA. When they complete a game, they can compare how much money they have won with the highest average scores of top winners. This gives them incentive to work to be elected to the Hall of Fame.

Sentences describing main ideas of Lesson 13 passages:

Item 1: The Grand Canyon was made by erosion.

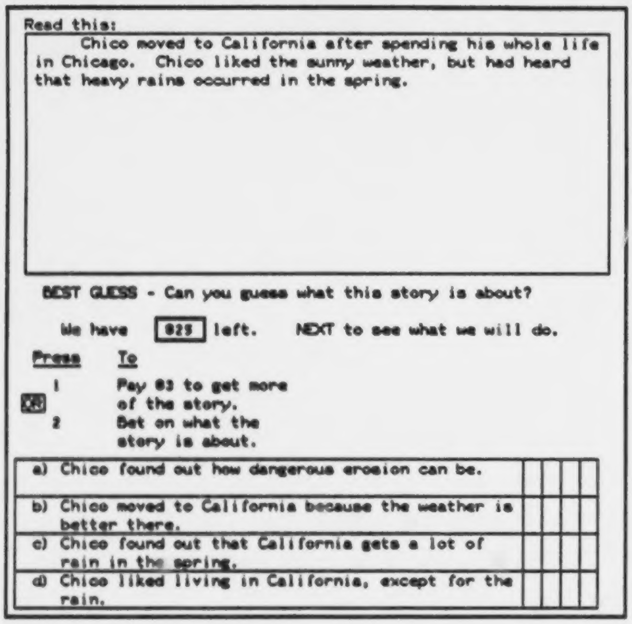
Item 2: Mountains have an effect on the weather.

Item 3: Paul found a fossil that showed that the forest was once under an ocean.

Item 4: The Dust Bowl was a drought that caused great losses for workers, farmers, and businessmen.

Item 5: You can tell the temperature by the sound that certain insects make.

Offline Materials	SRA Reading Lab IIIa: SRA Rate Builders (Orange Level) and SRA Power Builders (Violet Level)
Intended Audience	Adolescents and adults
Completion Time	60 minutes (self-paced)
Associated Lessons	Finding the Main Idea, Lessons 1-20



Read this:

Chico moved to California after spending his whole life in Chicago. Chico liked the sunny weather, but had heard that heavy rains occurred in the spring.

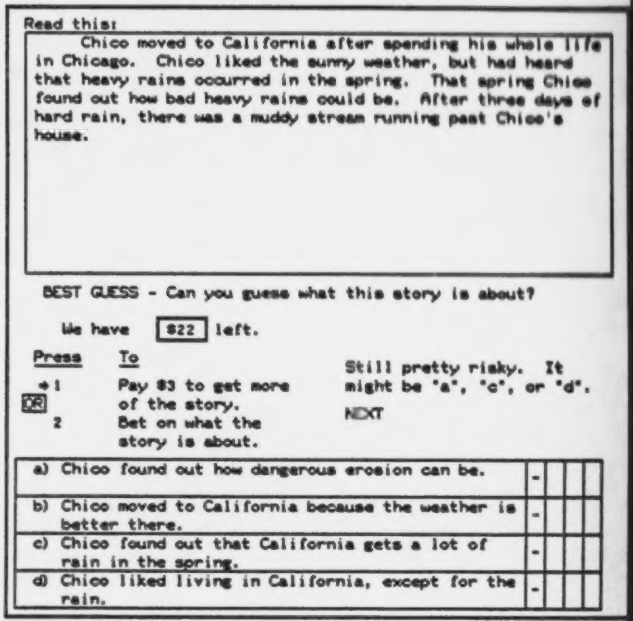
BEST GUESS - Can you guess what this story is about?

We have $25 left. NEXT to see what we will do.

Press To
1 Pay $3 to get more of the story.
OR
2 Bet on what the story is about.

a) Chico found out how dangerous erosion can be.				
b) Chico moved to California because the weather is better there.				
c) Chico found out that California gets a lot of rain in the spring.				
d) Chico liked living in California, except for the rain.				

Figure 1-a



Read this:

Chico moved to California after spending his whole life in Chicago. Chico liked the sunny weather, but had heard that heavy rains occurred in the spring. That spring Chico found out how bad heavy rains could be. After three days of hard rain, there was a muddy stream running past Chico's house.

BEST GUESS - Can you guess what this story is about?

We have $22 left.

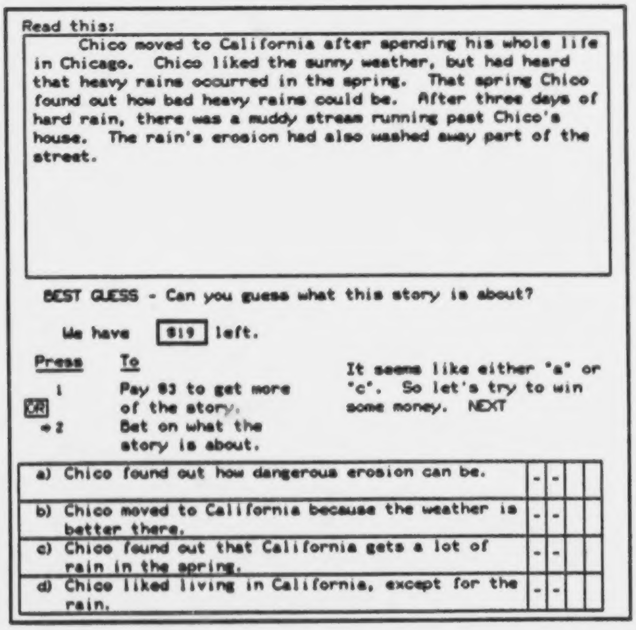
Press To
→1 Pay $3 to get more of the story.
OR
2 Bet on what the story is about.

Still pretty risky. It might be "a", "c", or "d".

NEXT

a) Chico found out how dangerous erosion can be.	-			
b) Chico moved to California because the weather is better there.	-			
c) Chico found out that California gets a lot of rain in the spring.	-			
d) Chico liked living in California, except for the rain.	-			

Figure 1-b



Read this:

Chico moved to California after spending his whole life in Chicago. Chico liked the sunny weather, but had heard that heavy rains occurred in the spring. That spring Chico found out how bad heavy rains could be. After three days of hard rain, there was a muddy stream running past Chico's house. The rain's erosion had also washed away part of the street.

BEST GUESS - Can you guess what this story is about?

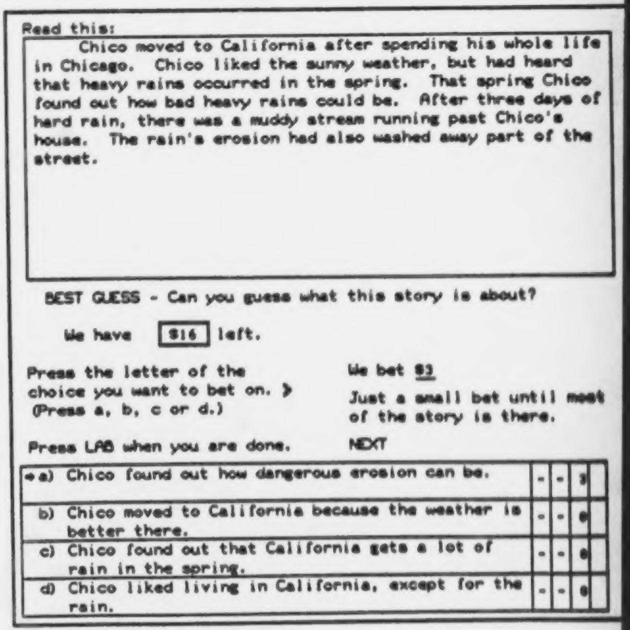
We have $19 left.

Press To
1 Pay $3 to get more of the story.
OR
→2 Bet on what the story is about.

It seems like either "a" or "c". So let's try to win some money. NEXT

a) Chico found out how dangerous erosion can be.	-	-		
b) Chico moved to California because the weather is better there.	-	-		
c) Chico found out that California gets a lot of rain in the spring.	-	-		
d) Chico liked living in California, except for the rain.	-	-		

Figure 1-c



Read this:

Chico moved to California after spending his whole life in Chicago. Chico liked the sunny weather, but had heard that heavy rains occurred in the spring. That spring Chico found out how bad heavy rains could be. After three days of hard rain, there was a muddy stream running past Chico's house. The rain's erosion had also washed away part of the street.

BEST GUESS - Can you guess what this story is about?

We have $16 left.

Press the letter of the choice you want to bet on. >
(Press a, b, c or d.)

Press LAB when you are done.

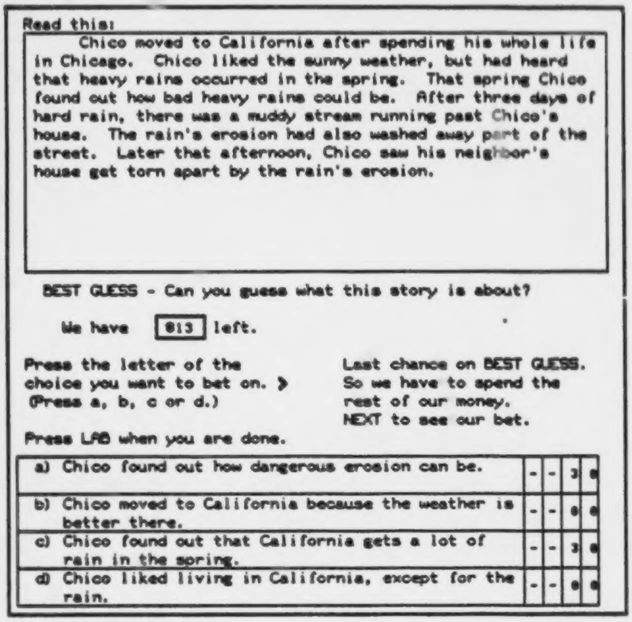
We bet $3

Just a small bet until most of the story is there.

NEXT

→a) Chico found out how dangerous erosion can be.	-	-	3	
b) Chico moved to California because the weather is better there.	-	-	0	
c) Chico found out that California gets a lot of rain in the spring.	-	-	0	
d) Chico liked living in California, except for the rain.	-	-	0	

Figure 1-d



Read this:

Chico moved to California after spending his whole life in Chicago. Chico liked the sunny weather, but had heard that heavy rains occurred in the spring. That spring Chico found out how bad heavy rains could be. After three days of hard rain, there was a muddy stream running past Chico's house. The rain's erosion had also washed away part of the street. Later that afternoon, Chico saw his neighbor's house get torn apart by the rain's erosion.

BEST GUESS - Can you guess what this story is about?

We have $13 left.

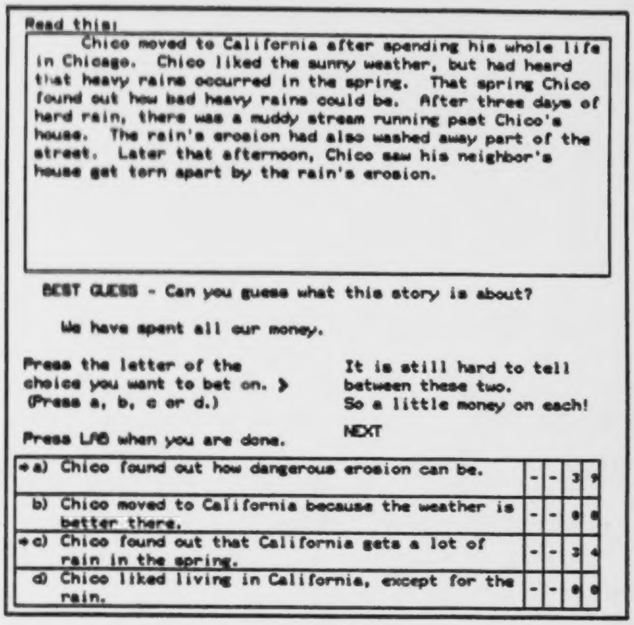
Press the letter of the
choice you want to bet on. >
(Press a, b, c or d.)

Press LAB when you are done.

Last chance on BEST GUESS.
So we have to spend the
rest of our money.
NEXT to see our bet.

a) Chico found out how dangerous erosion can be.	-	-	3	0
b) Chico moved to California because the weather is better there.	-	-	0	0
c) Chico found out that California gets a lot of rain in the spring.	-	-	3	0
d) Chico liked living in California, except for the rain.	-	-	0	0

Figure 1-e



Read this:

Chico moved to California after spending his whole life in Chicago. Chico liked the sunny weather, but had heard that heavy rains occurred in the spring. That spring Chico found out how bad heavy rains could be. After three days of hard rain, there was a muddy stream running past Chico's house. The rain's erosion had also washed away part of the street. Later that afternoon, Chico saw his neighbor's house get torn apart by the rain's erosion.

BEST GUESS - Can you guess what this story is about?

We have spent all our money.

Press the letter of the
choice you want to bet on. >
(Press a, b, c or d.)

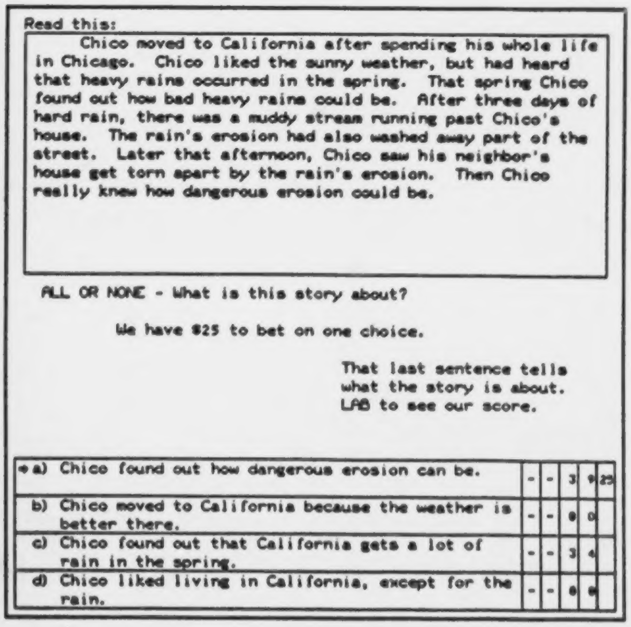
Press LAB when you are done.

It is still hard to tell
between these two.
So a little money on each!

NEXT

→ a) Chico found out how dangerous erosion can be.	-	-	3	9
b) Chico moved to California because the weather is better there.	-	-	0	0
→ c) Chico found out that California gets a lot of rain in the spring.	-	-	3	4
d) Chico liked living in California, except for the rain.	-	-	0	0

Figure 1-f



Read this:

Chico moved to California after spending his whole life in Chicago. Chico liked the sunny weather, but had heard that heavy rains occurred in the spring. That spring Chico found out how bad heavy rains could be. After three days of hard rain, there was a muddy stream running past Chico's house. The rain's erosion had also washed away part of the street. Later that afternoon, Chico saw his neighbor's house get torn apart by the rain's erosion. Then Chico really knew how dangerous erosion could be.

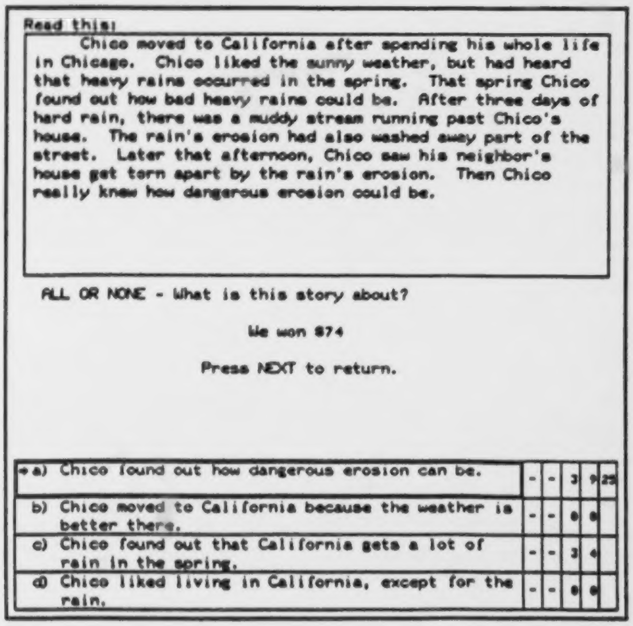
ALL OR NONE - What is this story about?

We have $25 to bet on one choice.

That last sentence tells
what the story is about.
LAB to see our score.

→ a) Chico found out how dangerous erosion can be.	-	-	3	9	25
b) Chico moved to California because the weather is better there.	-	-	0	0	
c) Chico found out that California gets a lot of rain in the spring.	-	-	3	4	
d) Chico liked living in California, except for the rain.	-	-	0	0	

Figure 1-g



Read this:

Chico moved to California after spending his whole life in Chicago. Chico liked the sunny weather, but had heard that heavy rains occurred in the spring. That spring Chico found out how bad heavy rains could be. After three days of hard rain, there was a muddy stream running past Chico's house. The rain's erosion had also washed away part of the street. Later that afternoon, Chico saw his neighbor's house get torn apart by the rain's erosion. Then Chico really knew how dangerous erosion could be.

ALL OR NONE - What is this story about?

We won $74

Press NEXT to return.

→ a) Chico found out how dangerous erosion can be.	-	-	3	9	25
b) Chico moved to California because the weather is better there.	-	-	0	0	
c) Chico found out that California gets a lot of rain in the spring.	-	-	3	4	
d) Chico liked living in California, except for the rain.	-	-	0	0	

Figure 1-h

Unit 6

Reading Level F

Objectives Students who master Unit 6, Reading Level F will learn and assimilate new facts, widen their vocabulary, and will read with increased comprehension and fluency. They will learn:

- to answer "Does this sentence tell...?" by determining whether a sentence does or does not tell the answer to a particular question;
- to answer, "What does the boxed part tell?" by reading a passage with a boxed word or phrase and selecting from several choices the answer to what the boxed part tells;
- to answer a direct question that is presented after a passage by underlining the part of the passage that tells the answer;
- to answer a direct question that is presented before a passage by underlining the part of the passage that tells the answer;
- to build a paraphrase (multiple replacement) by filling in blanks in a series of sentences, so that all the sentences describe the same thing;
- to create a second sentence that is a paraphrase of the first sentence by filling in blanks, so that both sentences describe the same thing (cloze paraphrase);
- to increase reading comprehension and fluency;
- to build vocabulary;
- to learn and assimilate new facts;
- to identify the topic of a paragraph;
- to generate hypotheses in terms of one-sentence summaries that tell what an entire passage is about.

Lessons

- Reading Comprehension III, Lesson 4
- Reading Comprehension III, Lesson 5
- Pacer Passages VIII
- Pacer Passages IX
- Finding the Main Idea, Lesson 14
- Finding the Main Idea, Lesson 15

Offline Materials

- SRA Reading Lab IIIa: SRA Rate Builders (Gold Level) and SRA Power Builders (Rose Level)

  Students must score at least seven out of eight on ten different passages of SRA Rate Builders and seven out of eight on four different passages of SRA Power Builders.

Lesson

Reading Comprehension III: Lesson 4

File *reading3*

Authors
Martin A. Siegel
Louis V. DiBello
Elaine C. Bruner
J. Michael Felty

Author Affiliation
Courseware & Curriculum Applications (CCA) Group
University of Illinois at Urbana-Champaign

Objectives

- To build a paraphrase (multiple replacement); i.e., to paraphrase by filling in blanks in a series of sentences, so that all the sentences describe the same thing.
- To answer a direct question that is presented before or after a passage by underlining the part of the passage that tells the answer.
- To answer, "What does the boxed part tell?" i.e., to read a passage with a boxed word or phrase and to select from several choices what the boxed part tells.
- To create a second sentence that is a paraphrase of the first sentence by filling in blanks, so that both sentences describe the same thing (cloze paraphrase).
- To answer, "Does this sentence tell...?" i.e., to distinguish whether a sentence does or does not tell the answer to a particular question.
- To recognize when a phrase answers the questions: *how*, *what*, or *when*.
- To recognize synonyms and synonymous phrases.
- To build vocabulary.

Description

This is a two-part lesson, in which students receive more practice on what they have learned in previous lessons. The lesson subject matter and vocabulary are more complex, and teachers may wish to review the lesson before assigning it.

Part 1: "Build a paraphrase (multiple replacement)" (four items). Two sentences are presented. Message: "Fill in the blank, so that these sentences describe the same thing." Students select from three phrases, and their selection automatically fills the blank in the second sentence. Then, two or three more sentences appear, each with a different blank. When all sentences are filled in correctly, they are a series of paraphrases.

"Direct question before or after a passage" (five uncued, mixed items). Students read *how* or *what* questions before and after passages. They underline the words in the passages that answer the question.

"What does the boxed part tell?" (five uncued items). Students read a two- or three-sentence passage and underline the part that answers, "The boxed part tells...." by selecting from four phrase choices the correct response. Selections answer *how*, *what*, or *when*. The subject content of these items is more advanced than in previous lessons. See Figures 1-a and 1-b for an example of a correct *what* answer.

Part 2: "Cloze paraphrase" (five items). Two sentences appear on the screen. Students read the first sentence and then read a second sentence that does not use the exact words of the first but has the same meaning.

They select from six words or phrases to fill in two blanks in the second sentence, so that both sentences describe the same thing. These lesson items are more difficult than in previous lessons. In Figures 2-a through 2-c, a student selects two out of six phrases to correctly complete a cloze paraphrase.

"Does this sentence tell...?" (eight uncued items). Students decide whether the sentence does or does not answer a particular question. The sentence does not always contain the exact words used in the question.

They answer "Yes/No" to *what* or *how* questions and must underline the parts of the sentence if they answer "Yes." If they answer "No," they proceed to the next item.

Interaction

- Corrective Feedback Paradigm (CFP): After reviewing a missed item, new items teaching the same concept recur at increasing intervals ensuring students master the concept. The new items are variations of the original item.
- The reading comprehension items are mastery-based, and students cannot undertake the next item until they understand and master the first teaching concept.
- Response feedback to correct and incorrect answers is encouraging.
- A message at the bottom of the screen indicates the percent of lesson completed.

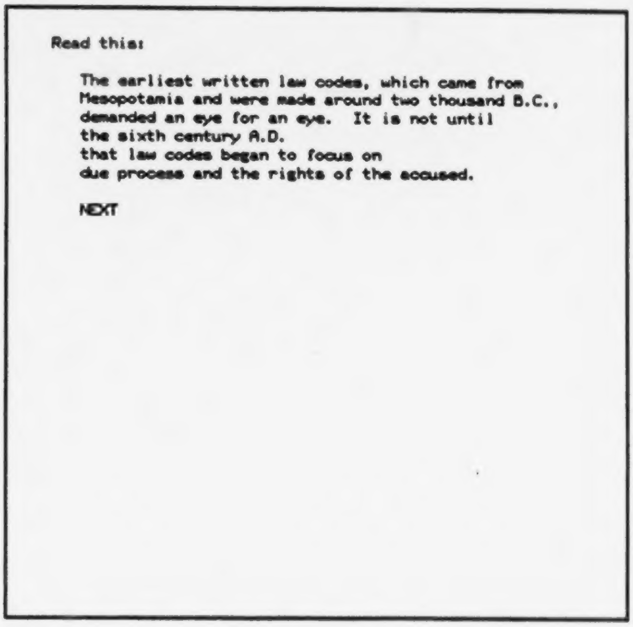
Offline Materials SRA Reading Lab IIIa: SRA Rate Builders (Gold Level) and SRA Power Builders (Rose Level)

Intended Audience Adolescents and adults

Completion Time 60 minutes (self-paced)

Associated Lessons Reading Comprehension I-IV

Special Note Touch or mouse input optional

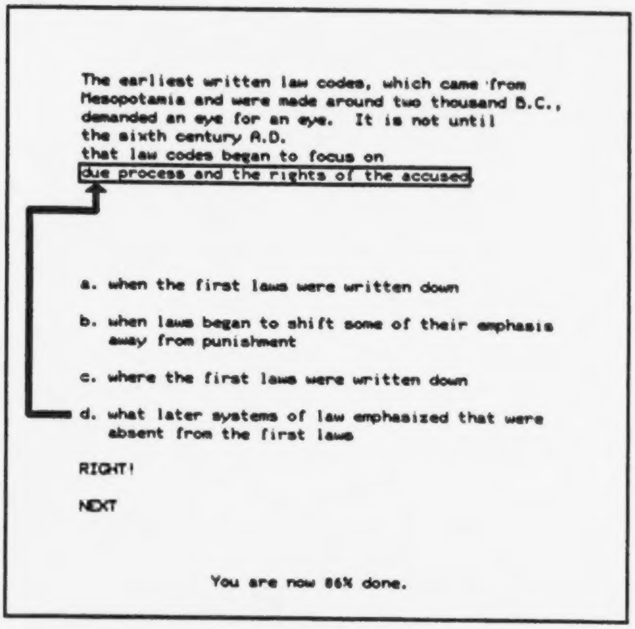


Read this:

The earliest written law codes, which came from Mesopotamia and were made around two thousand B.C., demanded an eye for an eye. It is not until the sixth century A.D. that law codes began to focus on due process and the rights of the accused.

NEXT

Figure 1-a



The earliest written law codes, which came from Mesopotamia and were made around two thousand B.C., demanded an eye for an eye. It is not until the sixth century A.D. that law codes began to focus on due process and the rights of the accused.

a. when the first laws were written down

b. when laws began to shift some of their emphasis away from punishment

c. where the first laws were written down

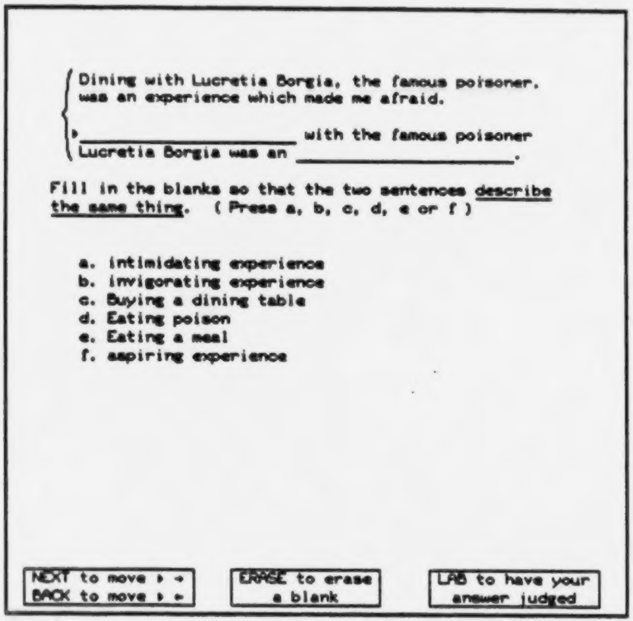
d. what later systems of law emphasized that were absent from the first laws

RIGHT!

NEXT

You are now 86% done.

Figure 1-b



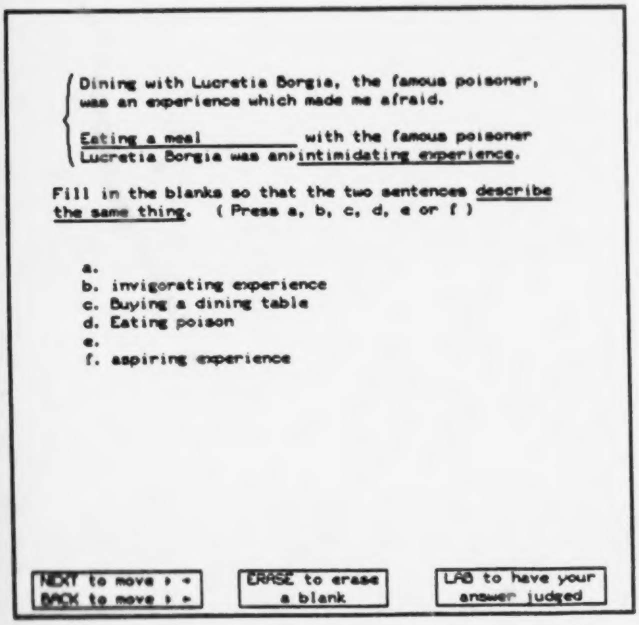
Dining with Lucretia Borgia, the famous poisoner.
was an experience which made me afraid.

▸_______________ with the famous poisoner
Lucretia Borgia was an _______________.

Fill in the blanks so that the two sentences describe the same thing. (Press a, b, c, d, e or f)

a. intimidating experience
b. invigorating experience
c. Buying a dining table
d. Eating poison
e. Eating a meal
f. aspiring experience

Figure 2-a



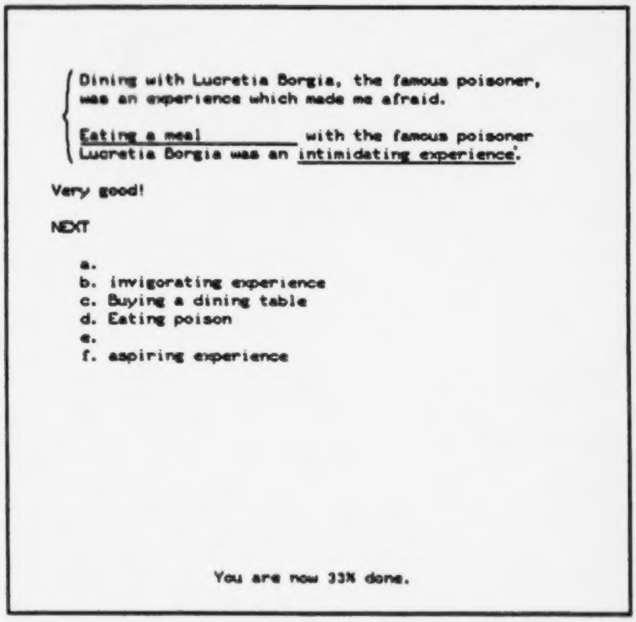
Dining with Lucretia Borgia, the famous poisoner,
was an experience which made me afraid.

Eating a meal with the famous poisoner
Lucretia Borgia was an▸intimidating experience.

Fill in the blanks so that the two sentences describe the same thing. (Press a, b, c, d, e or f)

a.
b. invigorating experience
c. Buying a dining table
d. Eating poison
e.
f. aspiring experience

Figure 2-b



Dining with Lucretia Borgia, the famous poisoner,
was an experience which made me afraid.

Eating a meal with the famous poisoner
Lucretia Borgia was an intimidating experience.

Very good!

NEXT

a.
b. invigorating experience
c. Buying a dining table
d. Eating poison
e.
f. aspiring experience

You are now 33% done.

Figure 2-c

Lesson

Reading Comprehension III: Lesson 5

File *reading3*

Authors

Martin A. Siegel
Louis V. DiBello
Elaine C. Bruner
J. Michael Felty

Author Affiliation

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Objectives

- To create a second sentence that is a paraphrase of the first sentence by filling in blanks, so that both sentences describe the same thing (cloze paraphrase).
- To answer, "Does this sentence tell...?" i.e., to distinguish whether a sentence does or does not tell the answer to a particular question.
- To answer a direct question that is presented after a passage by underlining the part of the passage that tells the answer.
- To answer, "What does the boxed part tell?" i.e., to read a passage with a boxed word or phrase and to select from several choices what the boxed part tells.
- To build a paraphrase (multiple replacement); i.e., to paraphrase by filling in blanks in a series of sentences, so that all the sentences describe the same thing.
- To recognize when a phrase answers the questions: *who*, *what*, *when*, or *how*.
- To recognize synonyms and synonymous phrases.
- To build vocabulary.

Description

This is a two-part lesson, in which students receive more practice on what they have learned in previous lessons. The lesson subject matter and vocabulary are more complex, and teachers may wish to review the lesson before assigning it.

Part 1: "Cloze paraphrase" (five items). Two sentences appear on the screen. Students read the first sentence and then read a second sentence that does not use the exact words of the first but has the same meaning.

They select from six words or phrases to fill in two or three blanks in the second sentence, so that both sentences describe the same thing. These lesson items are more difficult than in previous lessons (see Figures 1-a and 1-b).

"Does this sentence tell...?" (ten uncued items). Students decide whether the sentence does or does not answer a particular question. The sentence does not contain the exact words used in the question.

They answer "Yes/No" to *what* or *who* questions and must underline the parts of the sentence if they answer "Yes." If they answer "No," they proceed to the next item.

"Direct question after a passage" (five uncued items). Students, presented with one- and two-sentence passages, find and underline the word(s) that answer(s) *what*, *when*, or *which* questions. Figure 2 shows that a student successfully underlined the correct answer to a *what* question.

Part 2: "What does the boxed part tell?" (four uncued items). Students read a two- or three-sentence passage and underline the part that answers, "The boxed part tells...." by selecting from four word or phrase choices the correct response. Selections answer *who* or *what* questions. The subject content of these items is more advanced than in previous lessons.

"Build a paraphrase (multiple replacement)" (five items). Two sentences are presented. Message: "Fill in the blank, so that these sentences describe the same thing." Students select from four phrases, and their selection automatically fills the blank in the second sentence. Then, two, three, or four more sentences appear, each with a different blank. When all sentences are filled in correctly, they are a series of paraphrases of the original sentence.

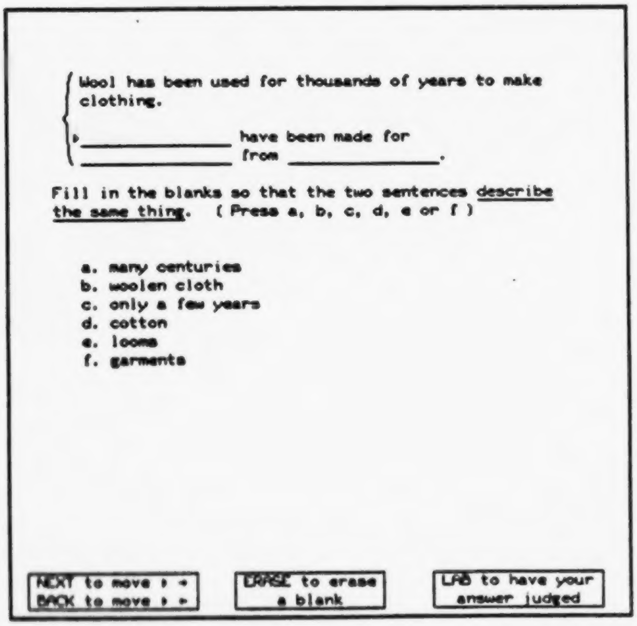
Figures 3-a through 3-g demonstrate the successful completion of a multiple replacement paraphrase containing an original sentence and three paraphrases.

"Direct question after a passage" (nine uncued items). Students, presented with one- and two-sentence passages, find and underline the word(s) that answer(s) *what*, *when*, *who*, or *how* questions.

Interaction

- Corrective Feedback Paradigm (CFP): After reviewing a missed item, new items teaching the same concept recur at increasing intervals ensuring students master the concept. The new items are variations of the original item.
- The reading comprehension items are mastery-based, and students cannot undertake the next item until they understand and master the first teaching concept.
- Response feedback to correct and incorrect answers is encouraging.
- A message at the bottom of the screen indicates the percent of lesson completed.

Offline Materials	SRA Reading Lab IIIa: SRA Rate Builders (Gold Level) and SRA Power Builders (Rose Level)
Intended Audience	Adolescents and adults
Completion Time	60 minutes (self-paced)
Associated Lessons	Reading Comprehension I-IV
Special Note	Touch or mouse input optional



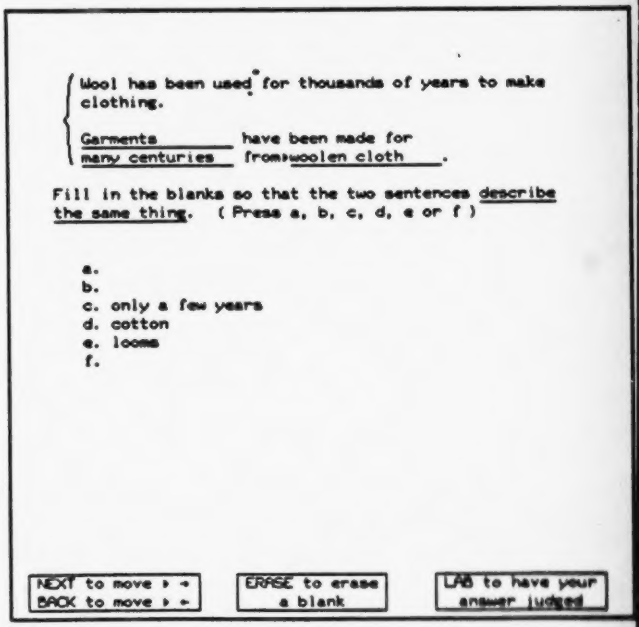
Wool has been used for thousands of years to make clothing.

▸________________ have been made for
________________ from ________________.

Fill in the blanks so that the two sentences describe the same thing. (Press a, b, c, d, e or f)

a. many centuries
b. woolen cloth
c. only a few years
d. cotton
e. looms
f. garments

Figure 1-a



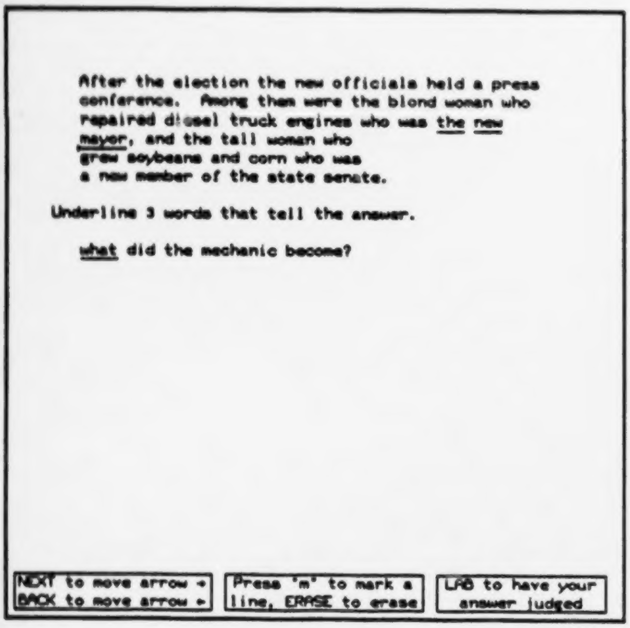
Wool has been used for thousands of years to make clothing.

Garments have been made for
many centuries from▸woolen cloth.

Fill in the blanks so that the two sentences describe the same thing. (Press a, b, c, d, e or f)

a.
b.
c. only a few years
d. cotton
e. looms
f.

Figure 1-b



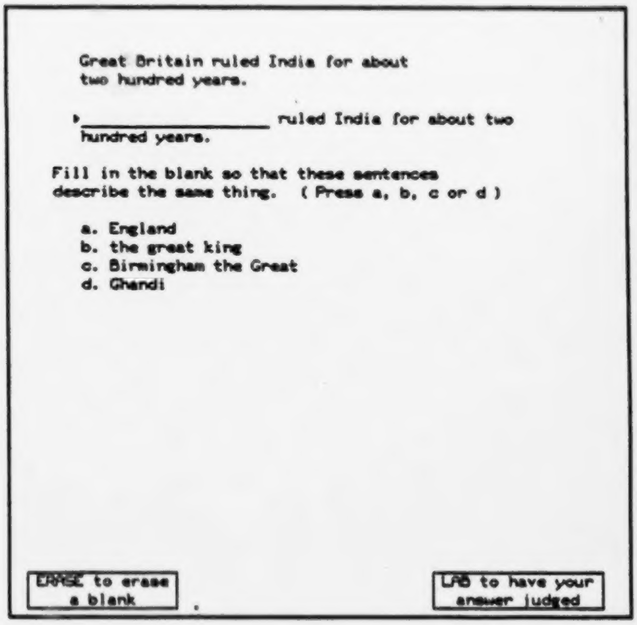
After the election the new officials held a press conference. Among them were the blond woman who repaired diesel truck engines who was the new mayor, and the tall woman who grew soybeans and corn who was a new member of the state senate.

Underline 3 words that tell the answer.

what did the mechanic become?

NEXT to move arrow →
BACK to move arrow ←
Press 'm' to mark a line, ERASE to erase
LAB to have your answer judged

Figure 2



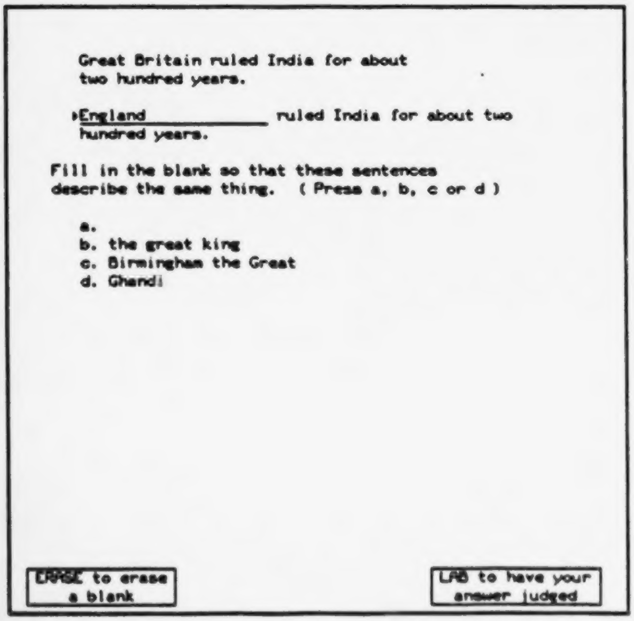
Great Britain ruled India for about two hundred years.

▸ ____________ ruled India for about two hundred years.

Fill in the blank so that these sentences describe the same thing. (Press a, b, c or d)

a. England
b. the great king
c. Birmingham the Great
d. Ghandi

Figure 3-a



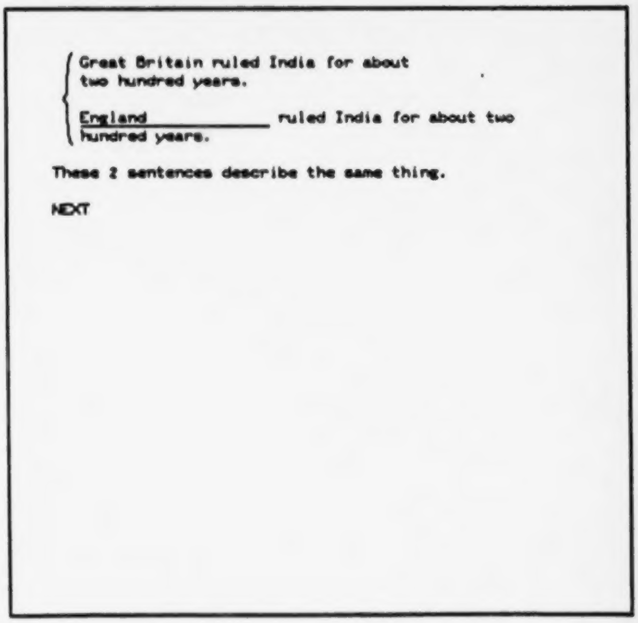
Great Britain ruled India for about two hundred years.

▸England ____________ ruled India for about two hundred years.

Fill in the blank so that these sentences describe the same thing. (Press a, b, c or d)

a.
b. the great king
c. Birmingham the Great
d. Ghandi

Figure 3-b

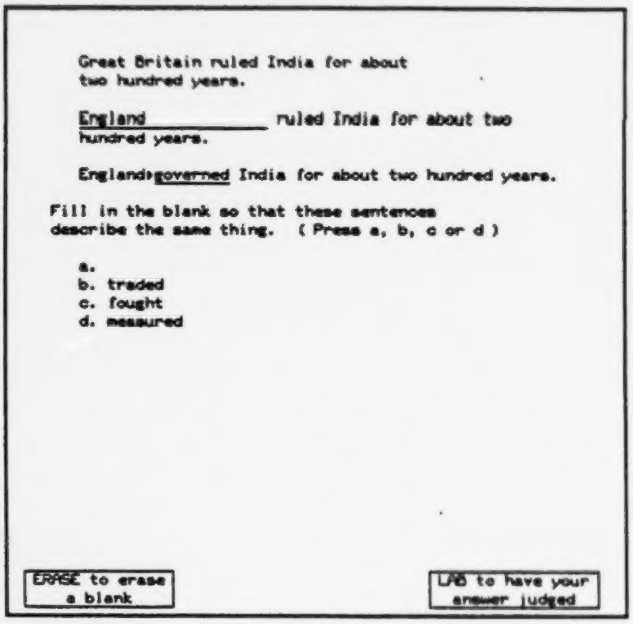


Great Britain ruled India for about two hundred years.

England ____________ ruled India for about two hundred years.

These 2 sentences describe the same thing.

Figure 3-c



Great Britain ruled India for about two hundred years.

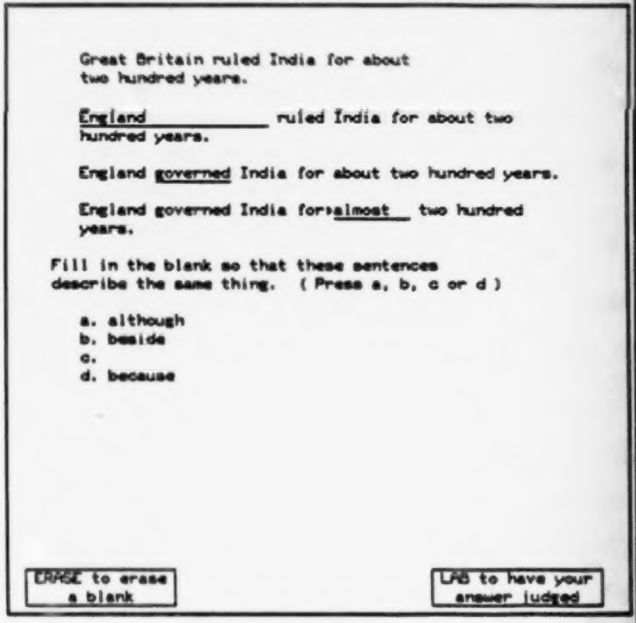
England ______________ ruled India for about two hundred years.

England▸governed India for about two hundred years.

Fill in the blank so that these sentences describe the same thing. (Press a, b, c or d)

a.
b. traded
c. fought
d. measured

Figure 3-d



Great Britain ruled India for about two hundred years.

England ______________ ruled India for about two hundred years.

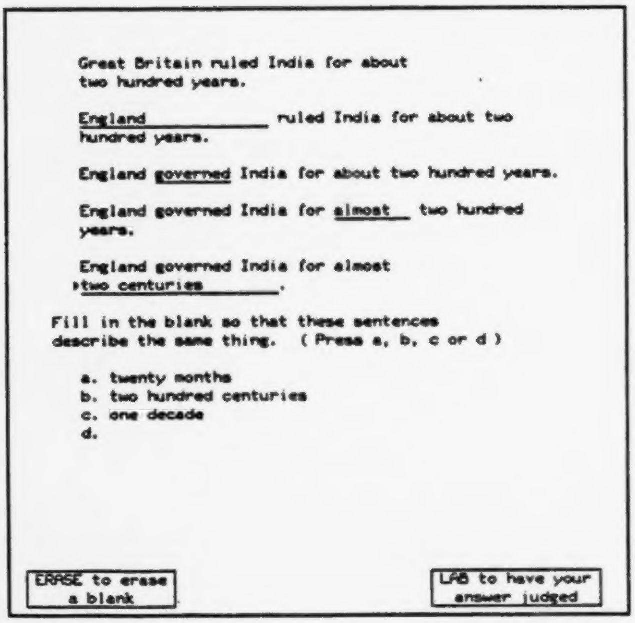
England governed India for about two hundred years.

England governed India for▸almost __ two hundred years.

Fill in the blank so that these sentences describe the same thing. (Press a, b, c or d)

a. although
b. beside
c.
d. because

Figure 3-e



Great Britain ruled India for about two hundred years.

England ______________ ruled India for about two hundred years.

England governed India for about two hundred years.

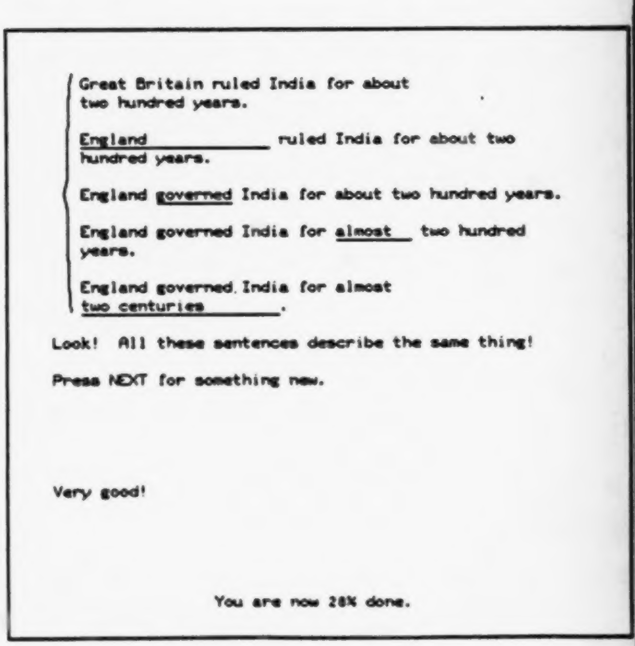
England governed India for almost __ two hundred years.

England governed India for almost ▸two centuries ________.

Fill in the blank so that these sentences describe the same thing. (Press a, b, c or d)

a. twenty months
b. two hundred centuries
c. one decade
d.

Figure 3-f



Great Britain ruled India for about two hundred years.

England ______________ ruled India for about two hundred years.

England governed India for about two hundred years.

England governed India for almost __ two hundred years.

England governed India for almost two centuries ________.

Look! All these sentences describe the same thing!

Press NEXT for something new.

Very good!

You are now 28% done.

Figure 3-g

Lesson

Pacer Passages VIII

File *pacer08*

Authors Based on an idea developed by the PLATO Elementary Reading Project at the University of Illinois and adapted by Martin A. Siegel, Elaine C. Bruner, and Bruce M. Maggs.

Author Affiliation Courseware & Curriculum Applications (CCA) Group
University of Illinois at Urbana-Champaign

Objectives

- To increase reading comprehension and reading fluency.
- To build vocabulary.
- To learn and assimilate new facts.

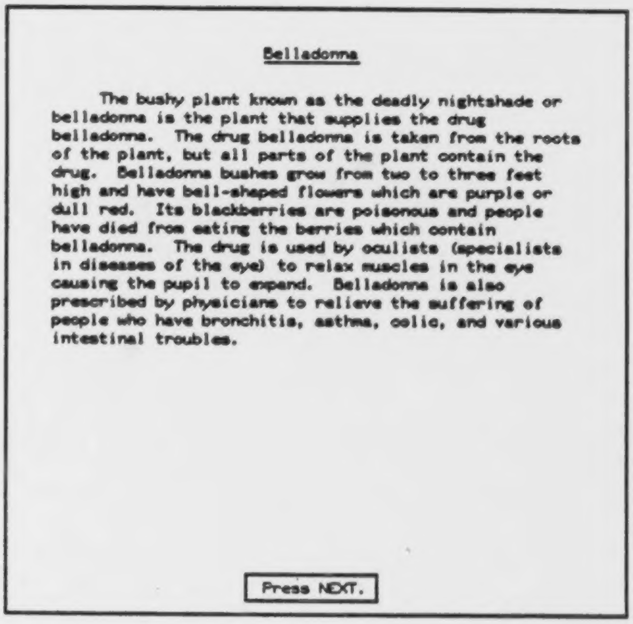
Description This five-part lesson contains passages, in which the subject matter and vocabulary are more complex than previous *Pacer Passages*. The five reading comprehension passages consist of a biographical sketch of a famous person, a story about the New York Health Department removing pigs from a neighborhood, and three passages on science topics.

The self-paced passages are composed of simple, compound, and complex sentences, and students are encouraged to increase reading fluency as well as comprehension. On-screen graphs indicate how long they spend reading a passage, how many words they read in minutes or seconds, and the percentage of their correct responses.

Passage titles: *Florence Nightingale*, *Pork in New York*, *Rain*, *Asteroids*, and *Belladonna.* Students read from six to nineteen sentences on each subject. They are encouraged (after answering comprehension questions on each passage and viewing cumulative graphed scores) to reread the passages and increase reading fluency. See Figure 1 for the passage *Belladonna.*

Students practice reading the passages sentence by sentence as they did in previous lessons. But in this lesson, passages are in paragraph form, and students answer from four to seven questions that are more complex than in earlier lessons, since they are composed of phrases and full sentences instead of simply one word. When they have answered the questions correctly, students proceed to the next passage.

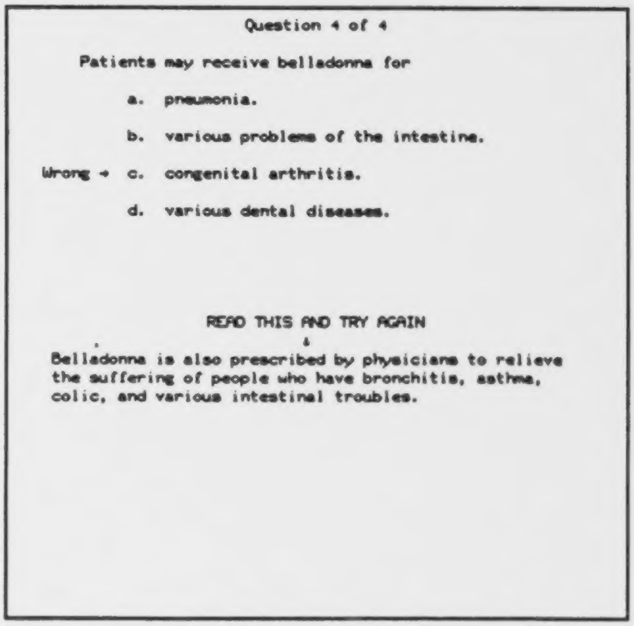
Interaction	• Press LAB to read passage sentence by sentence. • When students answer a comprehension question, "Right" appears next to a correct selection. • When they miss an item, "Wrong" appears next to the error. A message, "READ THIS AND TRY AGAIN," appears on the screen below, and students see the part of the passage that contains the correct answer to the item (see Figure 2). • Message: "You read the passage in ___ seconds or in ___ minutes. You read ___ words per minute. Now, let's see how well you understood it." • After students read all passages, two graphs plot their scores: words per minutes for each of five passages and percent accuracy for each passage.
Offline Materials	SRA Reading Lab IIIa: SRA Rate Builders (Gold Level) and SRA Power Builders (Rose Level)
Intended Audience	Adolescents and adults
Completion Time	60 minutes (self-paced)
Associated Lessons	Pacer Passages I-XIII



Belladonna

The bushy plant known as the deadly nightshade or belladonna is the plant that supplies the drug belladonna. The drug belladonna is taken from the roots of the plant, but all parts of the plant contain the drug. Belladonna bushes grow from two to three feet high and have bell-shaped flowers which are purple or dull red. Its blackberries are poisonous and people have died from eating the berries which contain belladonna. The drug is used by oculists (specialists in diseases of the eye) to relax muscles in the eye causing the pupil to expand. Belladonna is also prescribed by physicians to relieve the suffering of people who have bronchitis, asthma, colic, and various intestinal troubles.

Figure 1



Question 4 of 4

Patients may receive belladonna for

a. pneumonia.

b. various problems of the intestine.

Wrong → c. congenital arthritis.

d. various dental diseases.

READ THIS AND TRY AGAIN

↓

Belladonna is also prescribed by physicians to relieve the suffering of people who have bronchitis, asthma, colic, and various intestinal troubles.

Figure 2

Lesson

Pacer Passages IX

File *pacer09*

Authors Based on an idea developed by the PLATO Elementary Reading Project at the University of Illinois and adapted by Martin A. Siegel, Elaine C. Bruner, and Bruce M. Maggs.

Author Affiliation Courseware & Curriculum Applications (CCA) Group
University of Illinois at Urbana-Champaign

Objectives

- To increase reading comprehension and reading fluency.
- To build vocabulary.
- To learn and assimilate new facts.

Description This five-part lesson contains passages, in which the subject matter and vocabulary are more complex than previous *Pacer Passages*. The lesson consists of five reading comprehension passages related to history. Most of the titles are self-explanatory. Absalom, the son of King David, is described in a passage based on a Bible story. The last passage discusses some of the historical facts about the process of fermenting beer.

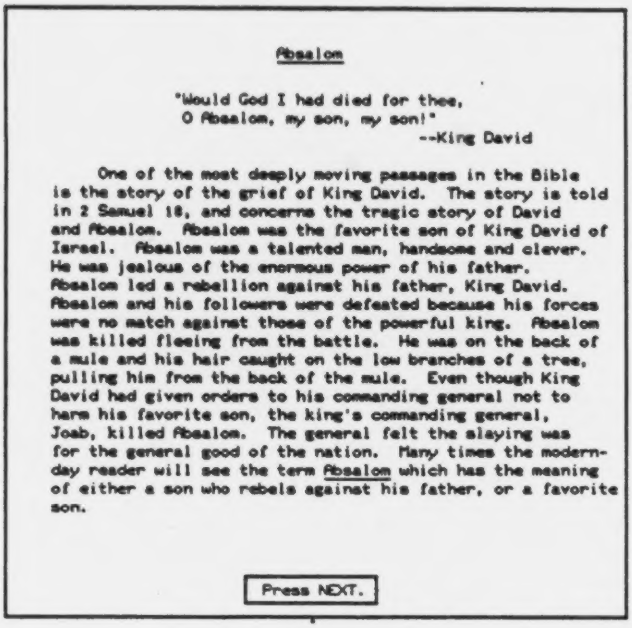
The self-paced passages are composed of simple, compound, and complex sentences, and students are encouraged to increase reading fluency as well as comprehension. On-screen graphs indicate how long they spend reading a passage, how many words they read in minutes or seconds, and the percentage of their correct responses.

Passage titles: *Fourth of July*, *Absalom*, *Barbers*, *Indians in World War II*, and *Fermentation—Beer*. To read *Absalom*, see Figure 1.

Students read from nine to nineteen sentences on each subject. They are encouraged (after answering comprehension questions on each passage and viewing cumulative graphed scores) to reread the passages and increase reading fluency.

Students practice reading the passages sentence by sentence as they did in previous lessons. The passages are in paragraph form, and students answer from five to seven questions that are more complex than in earlier lessons, since answers may be composed of phrases and full sentences instead of simply one word. When they have answered the questions correctly, students proceed to the next passage.

Interaction	• Press LAB to read passage sentence by sentence. • When students answer a comprehension question, "Right" appears next to a correct selection. • When they miss an item, "Wrong" appears next to the error. A message, "READ THIS AND TRY AGAIN," appears on the screen below, and students see the part of the passage that contains the correct answer to the item (see Figure 2). • Message: "You read the passage in ___ seconds or in ___ minutes. You read ___ words per minute. Now, let's see how well you understood it." • After students read all passages, two graphs plot their scores: words per minutes for each of five passages and percent accuracy for each passage.
Offline Materials	SRA Reading Lab IIIa: SRA Rate Builders (Gold Level) and SRA Power Builders (Rose Level)
Intended Audience	Adolescents and adults
Completion Time	60 minutes (self-paced)
Associated Lessons	Pacer Passages I-XIII

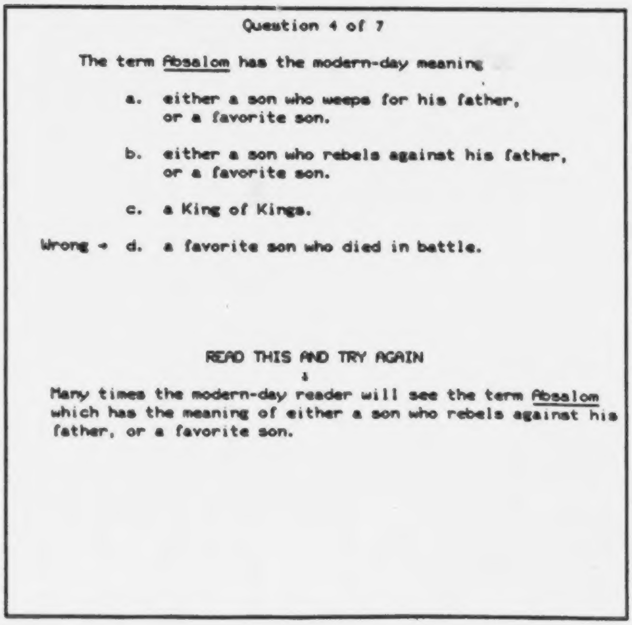


Absalom

"Would God I had died for thee,
O Absalom, my son, my son!"
--King David

One of the most deeply moving passages in the Bible is the story of the grief of King David. The story is told in 2 Samuel 18, and concerns the tragic story of David and Absalom. Absalom was the favorite son of King David of Israel. Absalom was a talented man, handsome and clever. He was jealous of the enormous power of his father. Absalom led a rebellion against his father, King David. Absalom and his followers were defeated because his forces were no match against those of the powerful king. Absalom was killed fleeing from the battle. He was on the back of a mule and his hair caught on the low branches of a tree, pulling him from the back of the mule. Even though King David had given orders to his commanding general not to harm his favorite son, the king's commanding general, Joab, killed Absalom. The general felt the slaying was for the general good of the nation. Many times the modern-day reader will see the term Absalom which has the meaning of either a son who rebels against his father, or a favorite son.

Figure 1



Question 4 of 7

The term Absalom has the modern-day meaning

a. either a son who weeps for his father, or a favorite son.

b. either a son who rebels against his father, or a favorite son.

c. a King of Kings.

Wrong → d. a favorite son who died in battle.

READ THIS AND TRY AGAIN
↓
Many times the modern-day reader will see the term Absalom which has the meaning of either a son who rebels against his father, or a favorite son.

Figure 2

Lesson

Finding the Main Idea: Lesson 14

File

mainidea

Authors

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Objectives

- To generate hypotheses in terms of one-sentence summaries that tell what an entire passage is about.
- To build vocabulary.
- To infer from previous reading the meaning of words and phrases.

Description

In this lesson, students continue to play five games of "Best Guess" and "All Or None," in which they hypothesize and select the main idea of a passage by reading four one-sentence summaries, each of which might be a summary of the passage.

In "Best Guess," the game board contains a blank at the top of the screen that fills a sentence or two at a time. Four sentences at the bottom of the screen describe what may be the main idea of the passage. Checkmarks appear in 16 boxes next to the sentences, as students select their choice to answer, "BEST GUESS: Can you guess what this story is about?"

Students receive $25 (only play money!) to play the game. They read one or two sentences of a passage but usually cannot determine the main idea of the entire passage, so they spend $3 to read one or two more sentences. If they still can't guess the main idea, they spend another $3 to see more of the passage. If they think they know what the passage is about, they bet on one sentence or *hedge* their bet by placing money on two sentences at once.

During the game, students can change their sentence choice by pressing ERASE.

In the second part of the game, "All Or None," a fifth box appears, and students have two more chances to find the main idea. They must spend all the money they have left. Then, they learn how much money they have won.

Scoring the game: All the money a student bets on the right choice is added and multiplied by two. That is the student's score.

Hall of Fame: The highest average scores of top winners of the game are listed on a screen that the students can see by pressing DATA. When they complete a game, they can compare how much money they have won with the highest average scores of top winners. This gives them incentive to work to be elected to the Hall of Fame.

Sentences describing main ideas of the game passages:

Item 1: Leroy knew what to do when an earthquake hit.

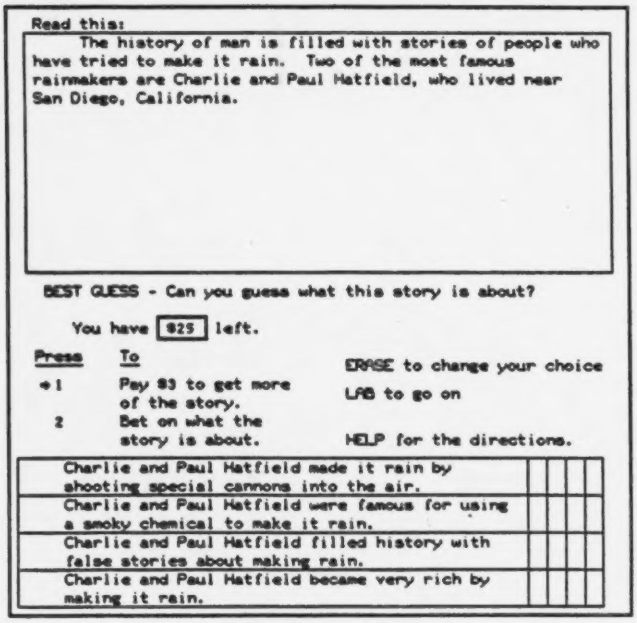
Item 2: Water from a water puddle turns into water vapor by evaporation.

Item 3: Charlie and Paul Hatfield were famous for using a smoky chemical to make it rain (see Figures 1-a through 1-f).

Item 4: The atmosphere is important for a variety of reasons.

Item 5: Death Valley is a desert because it is in the rain shadow of the mountains.

Offline Materials	SRA Reading Lab IIIa: SRA Rate Builders (Gold Level) and SRA Power Builders (Rose Level)
Intended Audience	Adolescents and adults
Completion Time	60 minutes (self-paced)
Associated Lessons	Finding the Main Idea, Lessons 1-20



Read this:

The history of man is filled with stories of people who have tried to make it rain. Two of the most famous rainmakers are Charlie and Paul Hatfield, who lived near San Diego, California.

BEST GUESS - Can you guess what this story is about?

You have $25 left.

Press	To
→ 1	Pay $3 to get more of the story.
2	Bet on what the story is about.

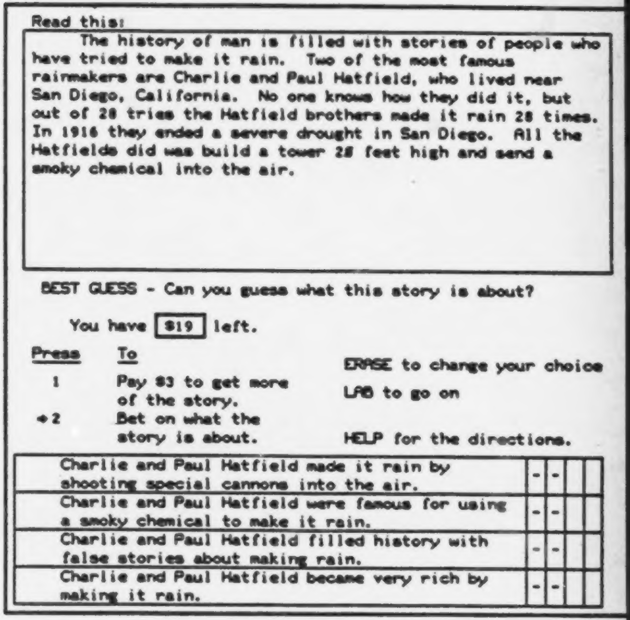
ERASE to change your choice

LAB to go on

HELP for the directions.

Charlie and Paul Hatfield made it rain by shooting special cannons into the air.				
Charlie and Paul Hatfield were famous for using a smoky chemical to make it rain.				
Charlie and Paul Hatfield filled history with false stories about making rain.				
Charlie and Paul Hatfield became very rich by making it rain.				

Figure 1-a



Read this:

The history of man is filled with stories of people who have tried to make it rain. Two of the most famous rainmakers are Charlie and Paul Hatfield, who lived near San Diego, California. No one knows how they did it, but out of 20 tries the Hatfield brothers made it rain 20 times. In 1916 they ended a severe drought in San Diego. All the Hatfields did was build a tower 20 feet high and send a smoky chemical into the air.

BEST GUESS - Can you guess what this story is about?

You have $19 left.

Press	To
1	Pay $3 to get more of the story.
→ 2	Bet on what the story is about.

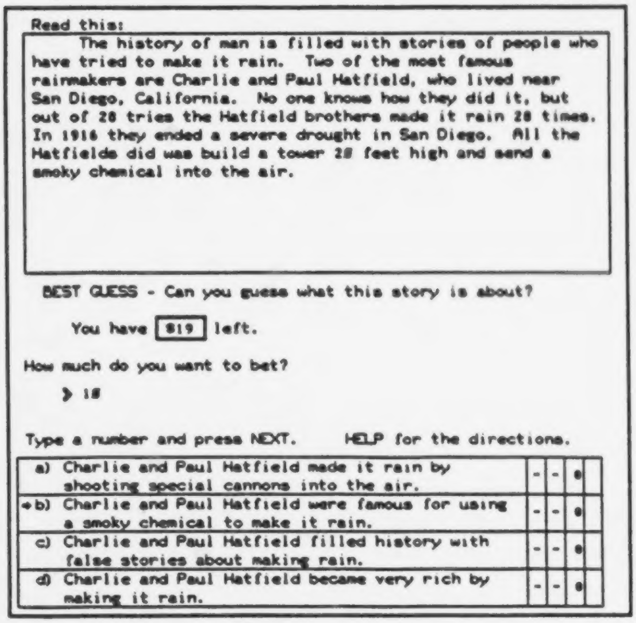
ERASE to change your choice

LAB to go on

HELP for the directions.

Charlie and Paul Hatfield made it rain by shooting special cannons into the air.	-	-		
Charlie and Paul Hatfield were famous for using a smoky chemical to make it rain.	-	-		
Charlie and Paul Hatfield filled history with false stories about making rain.	-	-		
Charlie and Paul Hatfield became very rich by making it rain.	-	-		

Figure 1-b



Read this:

The history of man is filled with stories of people who have tried to make it rain. Two of the most famous rainmakers are Charlie and Paul Hatfield, who lived near San Diego, California. No one knows how they did it, but out of 20 tries the Hatfield brothers made it rain 20 times. In 1916 they ended a severe drought in San Diego. All the Hatfields did was build a tower 20 feet high and send a smoky chemical into the air.

BEST GUESS - Can you guess what this story is about?

You have $19 left.

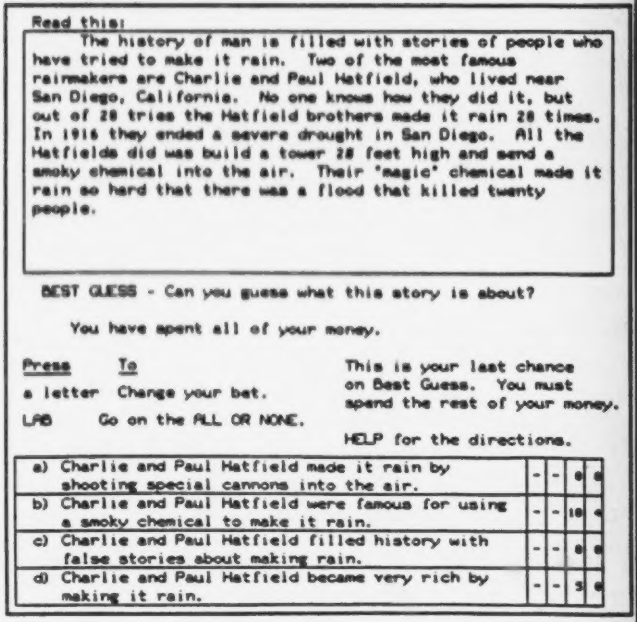
How much do you want to bet?

❯ 10

Type a number and press NEXT. HELP for the directions.

a) Charlie and Paul Hatfield made it rain by shooting special cannons into the air.	-	-	0	
→ b) Charlie and Paul Hatfield were famous for using a smoky chemical to make it rain.	-	-	0	
c) Charlie and Paul Hatfield filled history with false stories about making rain.	-	-	0	
d) Charlie and Paul Hatfield became very rich by making it rain.	-	-	0	

Figure 1-c



Read this:

The history of man is filled with stories of people who have tried to make it rain. Two of the most famous rainmakers are Charlie and Paul Hatfield, who lived near San Diego, California. No one knows how they did it, but out of 20 tries the Hatfield brothers made it rain 20 times. In 1916 they ended a severe drought in San Diego. All the Hatfields did was build a tower 20 feet high and send a smoky chemical into the air. Their 'magic' chemical made it rain so hard that there was a flood that killed twenty people.

BEST GUESS - Can you guess what this story is about?

You have spent all of your money.

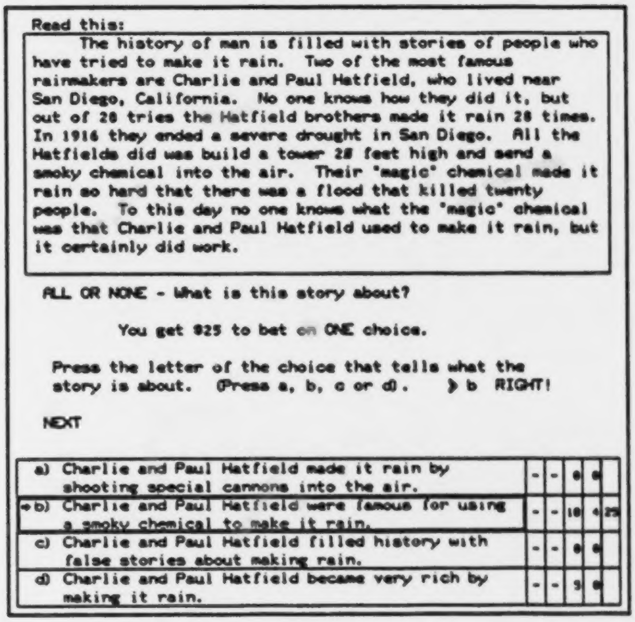
Press	To
a letter	Change your bet.
LAB	Go on the ALL OR NONE.

This is your last chance on Best Guess. You must spend the rest of your money.

HELP for the directions.

a) Charlie and Paul Hatfield made it rain by shooting special cannons into the air.	-	-	0	0
b) Charlie and Paul Hatfield were famous for using a smoky chemical to make it rain.	-	-	10	4
c) Charlie and Paul Hatfield filled history with false stories about making rain.	-	-	0	0
d) Charlie and Paul Hatfield became very rich by making it rain.	-	-	5	0

Figure 1-d



Read this:

The history of man is filled with stories of people who have tried to make it rain. Two of the most famous rainmakers are Charlie and Paul Hatfield, who lived near San Diego, California. No one knows how they did it, but out of 20 tries the Hatfield brothers made it rain 20 times. In 1916 they ended a severe drought in San Diego. All the Hatfields did was build a tower 20 feet high and send a smoky chemical into the air. Their "magic" chemical made it rain so hard that there was a flood that killed twenty people. To this day no one knows what the "magic" chemical was that Charlie and Paul Hatfield used to make it rain, but it certainly did work.

ALL OR NONE - What is this story about?

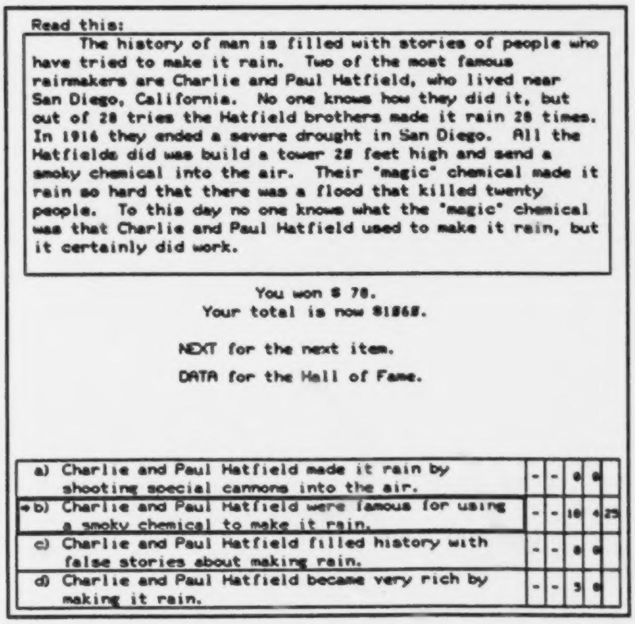
You get $25 to bet on ONE choice.

Press the letter of the choice that tells what the story is about. (Press a, b, c or d). ❯ b RIGHT!

NEXT

a) Charlie and Paul Hatfield made it rain by shooting special cannons into the air.	-	-	0	0	
→ b) Charlie and Paul Hatfield were famous for using a smoky chemical to make it rain.	-	-	10	4	25
c) Charlie and Paul Hatfield filled history with false stories about making rain.	-	-	0	0	
d) Charlie and Paul Hatfield became very rich by making it rain.	-	-	5	0	

Figure 1-e



Read this:

The history of man is filled with stories of people who have tried to make it rain. Two of the most famous rainmakers are Charlie and Paul Hatfield, who lived near San Diego, California. No one knows how they did it, but out of 20 tries the Hatfield brothers made it rain 20 times. In 1916 they ended a severe drought in San Diego. All the Hatfields did was build a tower 20 feet high and send a smoky chemical into the air. Their "magic" chemical made it rain so hard that there was a flood that killed twenty people. To this day no one knows what the "magic" chemical was that Charlie and Paul Hatfield used to make it rain, but it certainly did work.

You won $ 70.
Your total is now $1060.

NEXT for the next item.

DATA for the Hall of Fame.

a) Charlie and Paul Hatfield made it rain by shooting special cannons into the air.	-	-	0	0	
→ b) Charlie and Paul Hatfield were famous for using a smoky chemical to make it rain.	-	-	10	4	25
c) Charlie and Paul Hatfield filled history with false stories about making rain.	-	-	0	0	
d) Charlie and Paul Hatfield became very rich by making it rain.	-	-	5	0	

Figure 1-f

Lesson

Finding the Main Idea: Lesson 15

File *mainidea*

Authors
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Objectives

- To generate hypotheses in terms of one-sentence summaries that tell what an entire passage is about.
- To identify the main topic of a paragraph.
- To build vocabulary.
- To infer from previous reading the meaning of words and phrases.

Description

In this six-part lesson, students select the best topic of a paragraph. They play five games of "Best Guess" and "All Or None," in which they hypothesize and select the main idea of a passage by reading four one-sentence summaries, each of which might be a summary of the passage.

Item 1: Finding the main topic of a paragraph. Students read a paragraph about *volcanoes* and select from four word choices to answer, "What topic does this paragraph refer to?" Then, they answer, "Why is (volcanoes) the best topic?" by selecting an answer from four sentence choices (see Figures 1-a and 1-b).

Items 2, 3, 4, 5, and 6: Main idea strategy. Students hypothesize, by reading one-sentence summaries, the main idea of a passage. Students play five games.

In "Best Guess," the game board contains a blank at the top of the screen that fills a sentence or two at a time. Four sentences at the bottom of the screen describe what may be the main idea of the passage. Checkmarks appear in 16 boxes next to the sentences, as students select their choice to answer, "BEST GUESS: Can you guess what this story is about?"

Students receive $25 (only play money!) to play the game. They read one or two sentences of a passage but usually cannot determine the main idea of the entire passage, so they spend $3 to read one or two more sentences. If they still can't guess the main idea, they spend another $3 to see more of the passage. If they think they know what the passage is about, they bet on one sentence or *hedge* their bet by placing money on two sentences at once.

During the game, students can change their sentence choice by pressing ERASE.

In the second part of the game, "All Or None," a fifth box appears, and students have two more chances to find the main idea. They must spend all the money they have left. Then, they learn how much money they have won.

Scoring the game: All the money a student bets on the right choice is added and multiplied by two. That is the student's score.

Hall of Fame: The highest average scores of top winners of the game are listed on a screen that the students can see by pressing DATA. When they complete a game, they can compare how much money they have won with the highest average scores of top winners. This gives them incentive to work to be elected to the Hall of Fame.

Sentences describing main ideas of the game passages:

Item 2: Water drops form inside windows by condensation.

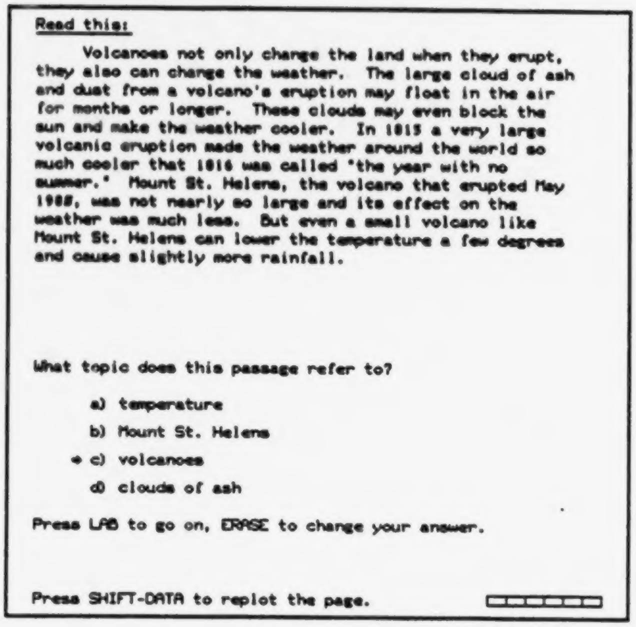
Item 3: Geologists look for oil in the spaces between the layers of rocks.

Item 4: You can tell when a storm is coming by watching the leaves on trees.

Item 5: Pompeii is an ancient city buried by a volcano.

Item 6: Floods cause damage but are good for the soil.

Offline Materials	SRA Reading Lab IIIa: SRA Rate Builders (Gold Level) and SRA Power Builders (Rose Level)
Intended Audience	Adolescents and adults
Completion Time	60 minutes (self-paced)
Associated Lessons	Finding the Main Idea, Lessons 1-20



Read this:

Volcanoes not only change the land when they erupt, they also can change the weather. The large cloud of ash and dust from a volcano's eruption may float in the air for months or longer. These clouds may even block the sun and make the weather cooler. In 1815 a very large volcanic eruption made the weather around the world so much cooler that 1816 was called "the year with no summer." Mount St. Helens, the volcano that erupted May 1980, was not nearly so large and its effect on the weather was much less. But even a small volcano like Mount St. Helens can lower the temperature a few degrees and cause slightly more rainfall.

What topic does this passage refer to?

a) temperature

b) Mount St. Helens

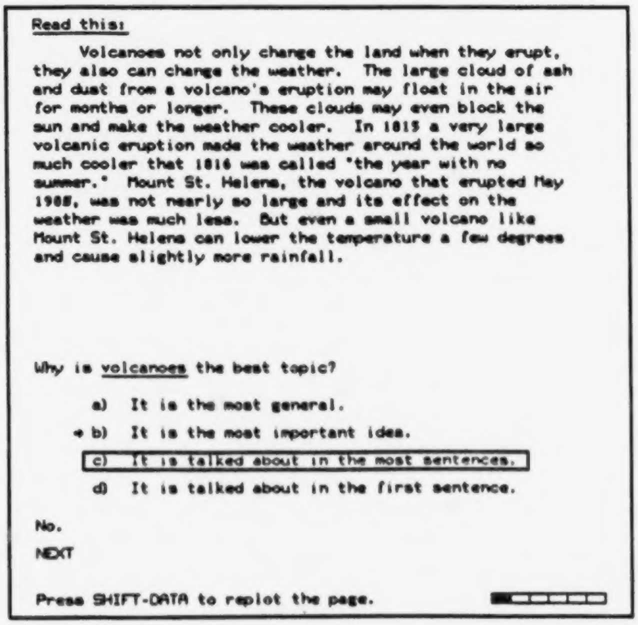
→ c) volcanoes

d) clouds of ash

Press LAB to go on, ERASE to change your answer.

Press SHIFT-DATA to replot the page.

Figure 1-a



Read this:

Volcanoes not only change the land when they erupt, they also can change the weather. The large cloud of ash and dust from a volcano's eruption may float in the air for months or longer. These clouds may even block the sun and make the weather cooler. In 1815 a very large volcanic eruption made the weather around the world so much cooler that 1816 was called "the year with no summer." Mount St. Helens, the volcano that erupted May 1980, was not nearly so large and its effect on the weather was much less. But even a small volcano like Mount St. Helens can lower the temperature a few degrees and cause slightly more rainfall.

Why is volcanoes the best topic?

a) It is the most general.

→ b) It is the most important idea.

c) It is talked about in the most sentences.

d) It is talked about in the first sentence.

No.

NEXT

Press SHIFT-DATA to replot the page.

Figure 1-b

Unit 7

Reading Level G

Objectives Students who master Unit 7, Reading Level G will learn and assimilate new facts, widen their vocabulary, and will read with increased comprehension and fluency. They will learn:

- to answer "Does this sentence tell...?" by determining whether a sentence does or does not tell the answer to a particular question;
- to answer, "What does the boxed part tell?" by reading a passage with a boxed word or phrase and selecting from several choices the answer to what the boxed part tells;
- to answer a direct question that is presented after a passage by underlining the part of the passage that tells the answer;
- to answer a direct question that is presented before a passage by underlining the part of the passage that tells the answer;
- to create a second sentence that is a paraphrase of the first sentence by filling in blanks, so that both sentences describe the same thing (cloze paraphrase);
- to paraphrase "One-to-Many" by reading a passage and selecting from four phrases or sentences the one that is a paraphrase of the original passage;
- to paraphrase "Find the sentence that tells...." by reading a multi-sentence passage and by underlining a sentence in the passage that is a paraphrase of a sentence presented after the passage;
- to increase reading comprehension and fluency;
- to build vocabulary;
- to learn and assimilate new facts;
- to generate hypotheses in terms of one-sentence summaries that tell what an entire passage is about; and
- to select from four alternatives the sentence that best describes the main idea of a passage.

Lessons

- Reading Comprehension IV, Lesson 1
- Reading Comprehension IV, Lesson 2
- Reading Comprehension IV, Lesson 3
- Pacer Passages X
- Pacer Passages XI
- Finding the Main Idea, Lesson 16
- Finding the Main Idea, Lesson 17

Offline Materials

- For Reading Comprehension IV, Lessons 1 and 2, Pacer Passages X and XI, and Finding the Main Idea, Lessons 16 and 17, SRA Reading Lab IIIa: SRA Rate Builders (Brown Level) and SRA Power Builders (Orange Level)

  Students must score at least seven out of eight on ten different passages of SRA Rate Builders and eight out of nine on five different passages of SRA Power Builders.

- For Reading Comprehension IV, Lesson 3, SRA Reading Lab IIIa: SRA Rate Builders (Tan Level) and SRA Power Builders (Gold Level)

  Students must score at least seven out of eight on ten different passages of SRA Rate Builders and eight out of nine on five different passages of SRA Power Builders.

Lesson

Reading Comprehension IV: Lesson 1

File *reading4*

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Objectives

- To answer a direct question that is presented before or after a passage by underlining the part of the passage that tells the answer.
- To paraphrase "One-to-Many"; i.e., to read a passage and select from four phrases or sentences the one that is a paraphrase of the original passage.
- To answer, "What does the boxed part tell?" i.e., to read a passage with a boxed word or phrase and to select from several choices what the boxed part tells.
- To answer, "Does this sentence tell...?" i.e., to distinguish whether a sentence does or does not tell the answer to a particular question.
- To create a second sentence that is a paraphrase of the first sentence by filling in blanks, so that both sentences describe the same thing (cloze paraphrase).
- To recognize when a phrase answers the questions: *who*, *what*, or *where*.
- To recognize synonyms and synonymous phrases.
- To build vocabulary.

Description

In this two-part lesson, students receive more practice on what they have learned in previous lessons. The lesson subject matter and vocabulary are more complex than in other lessons, and teachers may wish to review the lesson before they assign it.

Students are introduced to a new concept: Paraphrase "One-to-Many."

Part 1: Direct questions before or after passages (four uncued, mixed items). In the items, students answer a direct question that is presented before or after a passage. They are required to underline the word or phrase or sentence in the passage that tells the answer to *who*, *what*, or *where* questions.

New concept: Paraphrase "One-to-Many" (five items). This paraphrase track presents a short passage followed by four similar passages, only one of which is a paraphrase of the original passage. Students are required to select the paraphrase.

In the five items, students read a one-, two-, or three-sentence passage and select from four phrases or from four sentences the one that is a paraphrase of the original passage. A student read a three-sentence passage (Figure 1-a) and selected the correct paraphrase (Figure 1-b).

"What does the boxed part tell...?" (four uncued items). Students read one- or two-sentence items and select from four choices to answer *who* or *where* questions. One item contains a box around a proper name and requires students to select a synonymous phrase that describes the person. Figures 2-a and 2-b show that a student chose the correct *where* response to answer a two-sentence item. To complicate the selection, responses include two *what* and two *where* items.

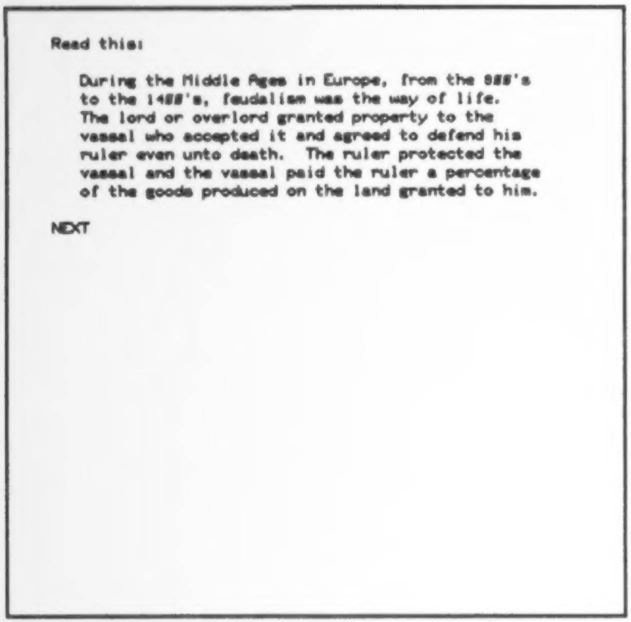
Part 2: "Does this sentence tell...?" (eight uncued items). Students read a two- or three-sentence passage and answer "Yes" or "No" to *who* or *where* questions. If they answer "Yes," they are required to underline the phrase in the passage that proves their choice is correct. If they answer "No," they proceed to the next item.

"Cloze paraphrase" (five items). Students read a passage containing one or two compound or complex sentences. Then a second sentence appears that is a paraphrase of the first and contains two or three blanks. Students must select from six words or phrases to fill in the two or three blanks, so that both sentences describe the same thing.

Interaction

- Corrective Feedback Paradigm (CFP): After reviewing a missed item, new items teaching the same concept recur at increasing intervals ensuring students master the concept. The new items are variations of the original item.
- The reading comprehension items are mastery-based, and students cannot undertake the next item until they understand and master the first teaching concept.
- Response feedback to correct and incorrect answers is encouraging.
- A message at the bottom of the screen indicates the percent of lesson completed.

Offline Materials	SRA Reading Lab IIIa: SRA Rate Builders (Brown Level) and SRA Power Builders (Orange Level)
Intended Audience	Adolescents and adults
Completion Time	60 minutes (self-paced)
Associated Lessons	Reading Comprehension I-IV
Special Note	Touch or mouse input optional

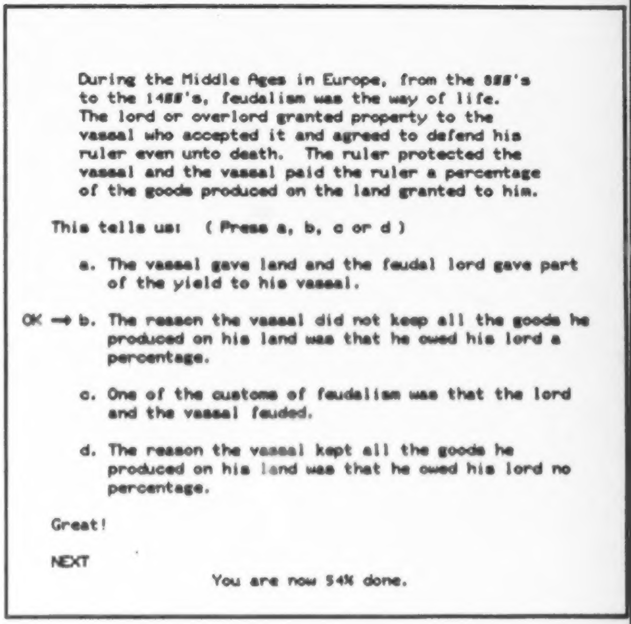


Read this:

During the Middle Ages in Europe, from the 800's to the 1400's, feudalism was the way of life. The lord or overlord granted property to the vassal who accepted it and agreed to defend his ruler even unto death. The ruler protected the vassal and the vassal paid the ruler a percentage of the goods produced on the land granted to him.

NEXT

Figure 1-a



During the Middle Ages in Europe, from the 800's to the 1400's, feudalism was the way of life. The lord or overlord granted property to the vassal who accepted it and agreed to defend his ruler even unto death. The ruler protected the vassal and the vassal paid the ruler a percentage of the goods produced on the land granted to him.

This tells us: (Press a, b, c or d)

a. The vassal gave land and the feudal lord gave part of the yield to his vassal.

OK → b. The reason the vassal did not keep all the goods he produced on his land was that he owed his lord a percentage.

c. One of the customs of feudalism was that the lord and the vassal feuded.

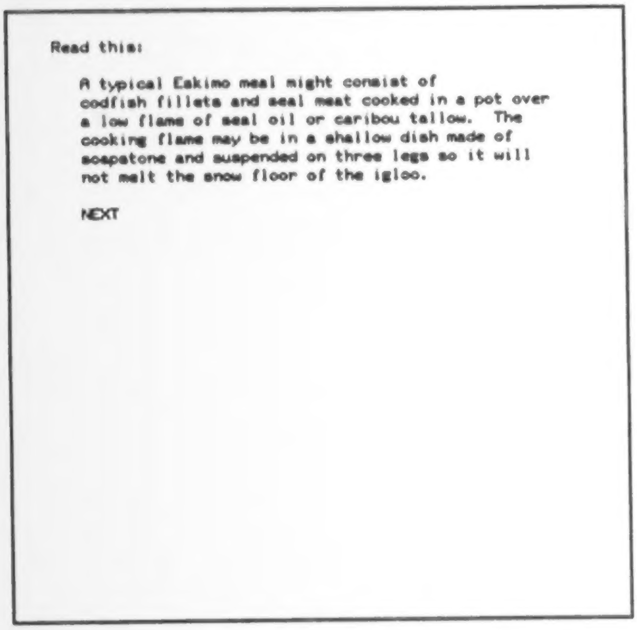
d. The reason the vassal kept all the goods he produced on his land was that he owed his lord no percentage.

Great!

NEXT

You are now 54% done.

Figure 1-b

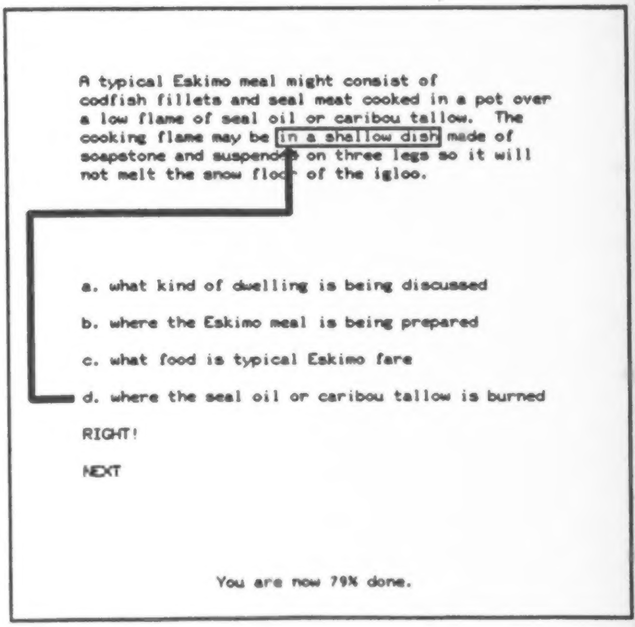


Read this:

A typical Eskimo meal might consist of codfish fillets and seal meat cooked in a pot over a low flame of seal oil or caribou tallow. The cooking flame may be in a shallow dish made of soapstone and suspended on three legs so it will not melt the snow floor of the igloo.

NEXT

Figure 2-a



A typical Eskimo meal might consist of codfish fillets and seal meat cooked in a pot over a low flame of seal oil or caribou tallow. The cooking flame may be in a shallow dish made of soapstone and suspended on three legs so it will not melt the snow floor of the igloo.

a. what kind of dwelling is being discussed

b. where the Eskimo meal is being prepared

c. what food is typical Eskimo fare

d. where the seal oil or caribou tallow is burned

RIGHT!

NEXT

You are now 79% done.

Figure 2-b

Lesson

Reading Comprehension IV: Lesson 2

File *reading4*

Authors

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Objectives

- To answer, "What does the boxed part tell?" i.e., to read a passage with a boxed word or phrase and to select from several choices what the boxed part tells.
- To paraphrase "One-to-Many"; i.e., to read a passage and select from four phrases or sentences the one that is a paraphrase of the original passage.
- To answer a direct question that is presented before or after a passage by underlining the part of the passage that tells the answer.
- To answer, "Does this sentence tell...?" i.e., to distinguish whether a sentence does or does not tell the answer to a particular question.
- To create a second sentence that is a paraphrase of the first sentence by filling in blanks, so that both sentences describe the same thing (cloze paraphrase).
- To recognize when a phrase answers the questions: *what*, *what kind of*, *when*, *which*, or *how many*.
- To recognize synonyms and synonymous phrases.
- To build vocabulary.

Description

In this two-part lesson, students receive more practice on what they have learned in previous lessons. The lesson subject matter and vocabulary are more complex than in other lessons, and teachers may wish to review the lesson before assigning it.

Part 1: "What does the boxed part tell?" (five uncued items). Students read a one-, two-, or three-sentence passage and underline the part that answers, "The boxed part tells...." by selecting from four word or phrase choices the correct response. Selections answer *what*, *what kind of*, or *when* questions. The subject content of these items is more advanced than in previous lessons.

"One-to-Many" (five items). Students read a one- or two-sentence passage followed by four similar passages, only one of which is a paraphrase of the original passage. Then, they read, "This tells us...." and select from four sentences the one that is a paraphrase of the original passage (see Figures 1-a and 1-b).

"Direct question before or after a passage" (five uncued, mixed items). Students, presented with one- and two-sentence passages, find and underline the word(s) that answer(s) *what*, *what kind of*, *which*, or *how many* questions.

Part 2: "Does this sentence tell...?" (seven uncued items). Students decide whether the sentence does or does not answer a particular question. The sentence does not contain the exact words used in the question.

They answer "Yes/No" to *what* or *which* questions and must underline the parts of the sentence if they answer "Yes." If they answer "No," they proceed to the next item.

"Cloze paraphrase" (five items). A passage of one or two sentences appears on the screen. Students read the first passage and then read a second passage that does not use the exact words of the first but has the same meaning.

They select from five or six words or phrases to fill in two or three blanks in the second passage, so that both passages describe the same thing. Figures 2-a and 2-b demonstrate that a student read a two-sentence passage and correctly filled in three blanks in the second passage.

Interaction

- Corrective Feedback Paradigm (CFP): After reviewing a missed item, new items teaching the same concept recur at increasing intervals ensuring students master the concept. The new items are variations of the original item.
- The reading comprehension items are mastery-based, and students cannot undertake the next item until they understand and master the first teaching concept.
- Response feedback to correct and incorrect answers is encouraging.
- A message at the bottom of the screen indicates the percent of lesson completed.

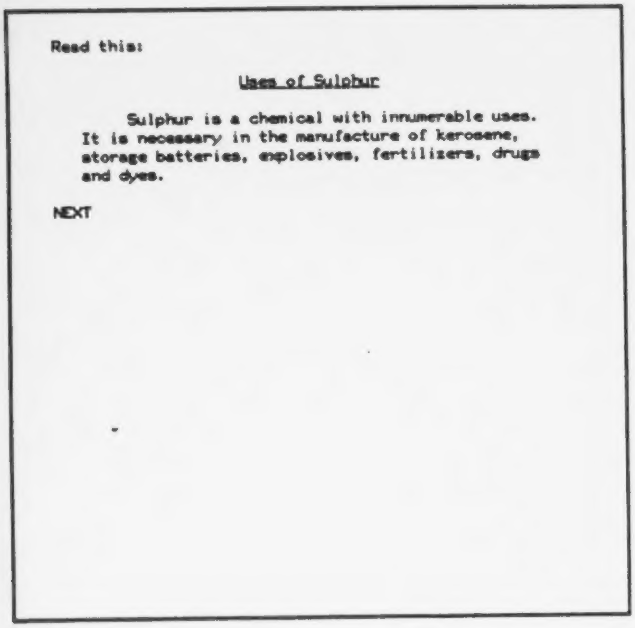
Offline Materials SRA Reading Lab IIIa: SRA Rate Builders (Brown Level) and SRA Power Builders (Orange Level)

Intended Audience Adolescents and adults

Completion Time 60 minutes (self-paced)

Associated Lessons Reading Comprehension I-IV

Special Note Touch or mouse input optional

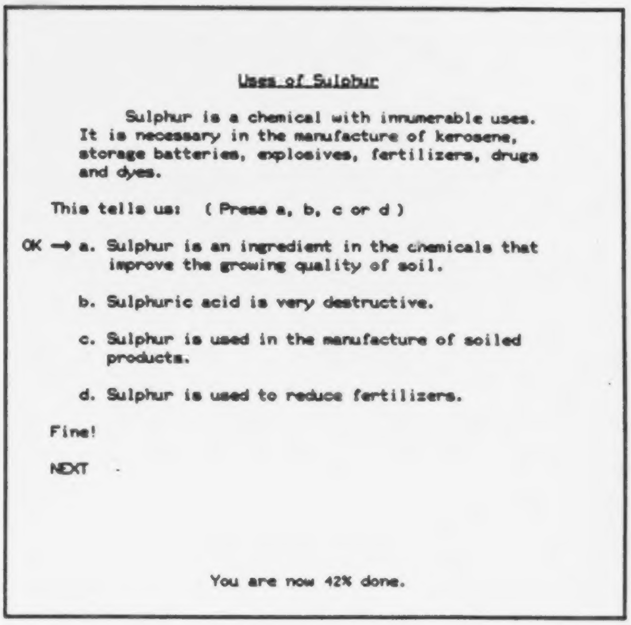


Read this:

Uses of Sulphur

Sulphur is a chemical with innumerable uses. It is necessary in the manufacture of kerosene, storage batteries, explosives, fertilizers, drugs and dyes.

Figure 1-a



Uses of Sulphur

Sulphur is a chemical with innumerable uses. It is necessary in the manufacture of kerosene, storage batteries, explosives, fertilizers, drugs and dyes.

This tells us: (Press a, b, c or d)

OK → a. Sulphur is an ingredient in the chemicals that improve the growing quality of soil.

b. Sulphuric acid is very destructive.

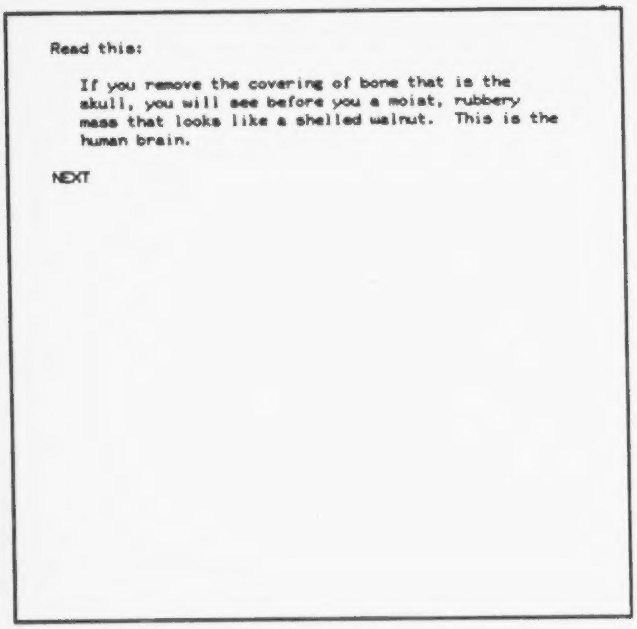
c. Sulphur is used in the manufacture of soiled products.

d. Sulphur is used to reduce fertilizers.

Fine!

You are now 42% done.

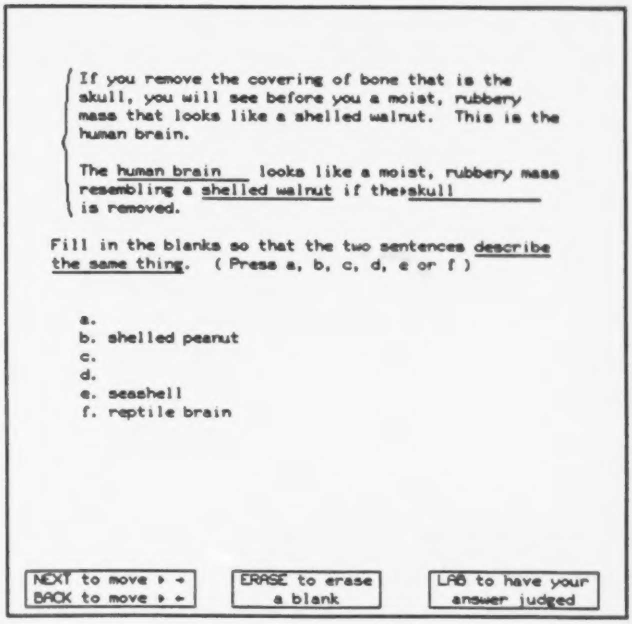
Figure 1-b



Read this:

If you remove the covering of bone that is the skull, you will see before you a moist, rubbery mass that looks like a shelled walnut. This is the human brain.

Figure 2-a



If you remove the covering of bone that is the skull, you will see before you a moist, rubbery mass that looks like a shelled walnut. This is the human brain.

The human brain looks like a moist, rubbery mass resembling a shelled walnut if the▸skull is removed.

Fill in the blanks so that the two sentences describe the same thing. (Press a, b, c, d, e or f)

a.
b. shelled peanut
c.
d.
e. seashell
f. reptile brain

Figure 2-b

Lesson

Reading Comprehension IV: Lesson 3

File *reading4*

Authors
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Objectives

- To answer a direct question that is presented before or after a passage by underlining the part of the passage that tells the answer.
- To paraphrase "One-to-Many"; i.e., to read a passage and select from four phrases or sentences the one that is a paraphrase of the original passage.
- To answer, "What does the boxed part tell?" i.e., to read a passage with a boxed word or phrase and to select from several choices what the boxed part tells.
- To answer, "Does this sentence tell...?" i.e., to distinguish whether a sentence does or does not tell the answer to a particular question.
- To paraphrase "Find the sentence that tells...."; i.e., to read a multi-sentence passage and to underline a sentence in the passage that is a paraphrase of a sentence presented after the passage.
- To recognize when a phrase answers the questions: *what* or *how*.
- To recognize synonyms and synonymous phrases.
- To build vocabulary.

Description

This is a two-part lesson, in which students practice what they have learned in previous lessons. The lesson subject matter and vocabulary are more complex and the passages are longer than in other lessons. Teachers may wish to review the lesson before assigning it.

Students are introduced to a new concept: "Find the sentence that tells...."

Part 1: "Direct question before or after a passage" (five uncued, mixed items). Students, presented with one- and two-sentence passages, find and underline six or eight or sixteen words that answer *what* or *how* questions.

"One-to-Many" (five items). Students read a two-sentence passage followed by four similar passages, only one of which is a paraphrase of the original passage. Then, they read, "This tells us...." and select from four sentences the one that is a paraphrase of the original passage.

In this lesson, students encounter passages from poetry and literature.

"What does the boxed part tell?" (five uncued items). Students read from one- to four-sentence passages and underline the parts of the passages that answer, "The boxed part tells...." by selecting from four word or phrase choices the correct response. Selections answer *what* or *how* questions.

Part 2: "Does this sentence tell...?" (seven uncued items). Students decide whether the sentence does or does not answer a particular question. The sentence does not contain the exact words used in the question.

They answer "Yes/No" to *what* or *how* questions and must underline the parts of the sentence if they answer "Yes." If they answer "No," they are presented with the correct answer and then proceed to the next item.

New concept: Paraphrase "Find the sentence that tells...." (two items). Students read passages of six and ten sentences. They read directions: "Find the sentence that tells you...." and then read another sentence or question. They are required to underline a sentence in the passage that is a paraphrase of the presented sentence or question. For each passage, students find three sentences in the passage that are paraphrases of three presented sentences or questions.

Students underline the passage a sentence at a time by pressing the NEXT key. If they make an error, they receive the message, "No," and have another chance to answer.

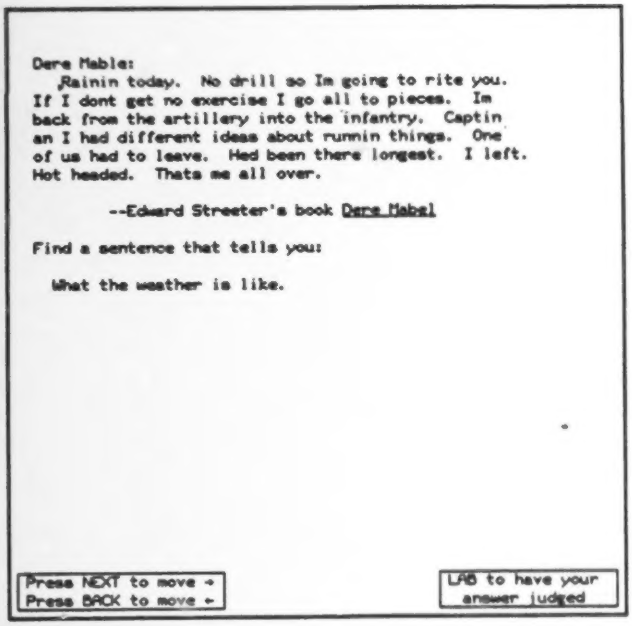
The first passage is a letter written in dialect and contains grammatical errors and misspellings. Figures 1-a and 1-b reveal that a student comprehended the 10-sentence excerpt from Edward Streeter's book. See Figures 2-a and 2-b for an illustration of a less successful student who made an error on the same passage.

Interaction

- Corrective Feedback Paradigm (CFP): After reviewing a missed item, new items teaching the same concept recur at increasing intervals ensuring students master the concept. The new items are variations of the original item.
- The reading comprehension items are mastery-based, and students cannot undertake the next item until they understand and master the first teaching concept.
- Response feedback to correct and incorrect answers is encouraging.
- A message at the bottom of the screen indicates the percent of lesson completed.

Offline Materials SRA Reading Lab IIIa: SRA Rate Builders (Tan Level) and SRA Power Builders (Gold Level)

Intended Audience	Adolescents and adults
Completion Time	90 minutes (self-paced)
Associated Lessons	Reading Comprehension I-IV
Special Note	Touch or mouse input optional



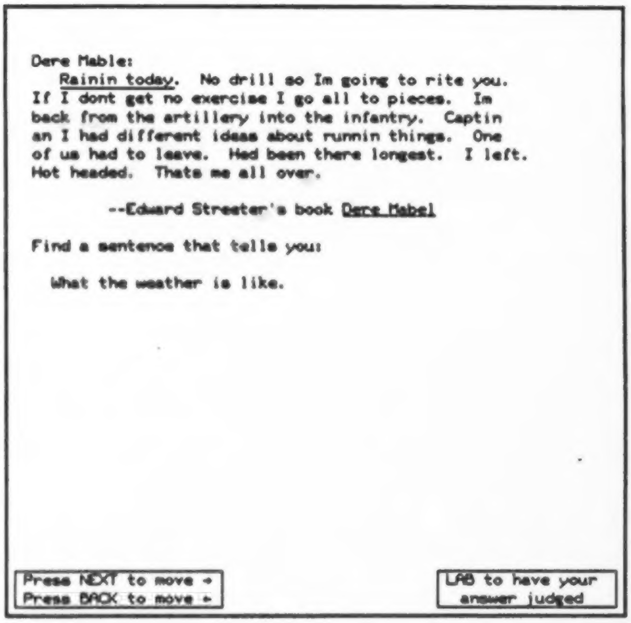
Dere Mable:
Rainin today. No drill so Im going to rite you. If I dont get no exercise I go all to pieces. Im back from the artillery into the infantry. Captin an I had different ideas about runnin things. One of us had to leave. Hed been there longest. I left. Hot headed. Thats me all over.

--Edward Streeter's book Dere Mabel

Find a sentence that tells you:

What the weather is like.

Figure 1-a



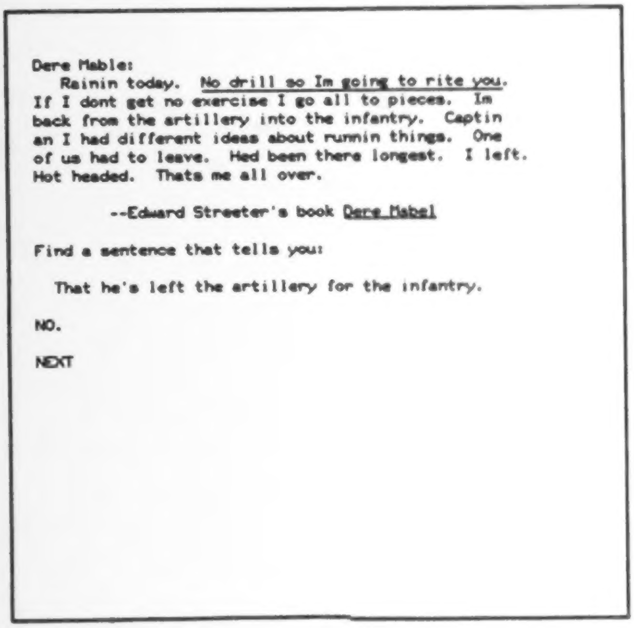
Dere Mable:
Rainin today. No drill so Im going to rite you. If I dont get no exercise I go all to pieces. Im back from the artillery into the infantry. Captin an I had different ideas about runnin things. One of us had to leave. Hed been there longest. I left. Hot headed. Thats me all over.

--Edward Streeter's book Dere Mabel

Find a sentence that tells you:

What the weather is like.

Figure 1-b



Dere Mable:
Rainin today. No drill so Im going to rite you. If I dont get no exercise I go all to pieces. Im back from the artillery into the infantry. Captin an I had different ideas about runnin things. One of us had to leave. Hed been there longest. I left. Hot headed. Thats me all over.

--Edward Streeter's book Dere Mabel

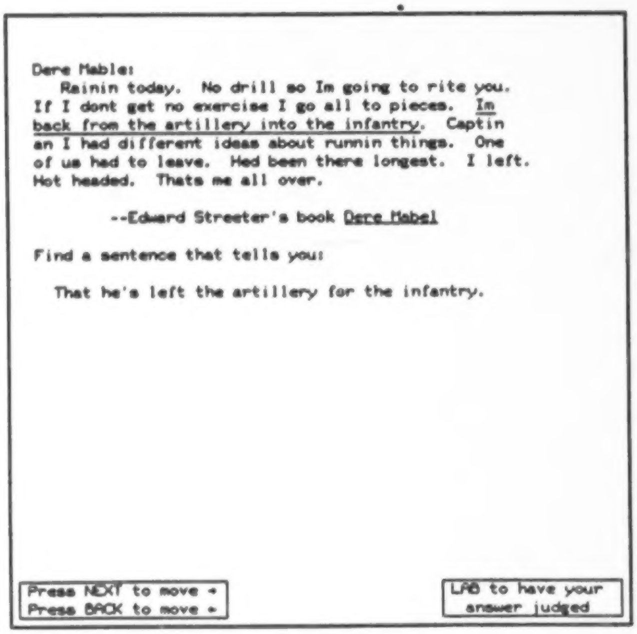
Find a sentence that tells you:

That he's left the artillery for the infantry.

NO.

NEXT

Figure 2-a



Dere Mable:
Rainin today. No drill so Im going to rite you. If I dont get no exercise I go all to pieces. Im back from the artillery into the infantry. Captin an I had different ideas about runnin things. One of us had to leave. Hed been there longest. I left. Hot headed. Thats me all over.

--Edward Streeter's book Dere Mabel

Find a sentence that tells you:

That he's left the artillery for the infantry.

Figure 2-b

Lesson

Pacer Passages X

File *pacer10*

Authors Based on an idea developed by the PLATO Elementary Reading Project at the University of Illinois and adapted by Martin A. Siegel, Elaine C. Bruner, and Bruce M. Maggs.

Author Affiliation Courseware & Curriculum Applications (CCA) Group
University of Illinois at Urbana-Champaign

Objectives

- To increase reading comprehension and reading fluency.
- To build vocabulary.
- To learn and assimilate new facts.

Description This five-part lesson contains passages, in which the subject matter and vocabulary are more complex than previous *Pacer Passages*. The lesson consists of five reading comprehension passages that include a biographical sketch of the musicians, The Beatles; a biographical sketch of Anne Hutchinson, a Puritan religious leader in the 1600s; and three science passages on rocks. The rock passages are serial; to reinforce student learning, some of the same information can be found in all three passages.

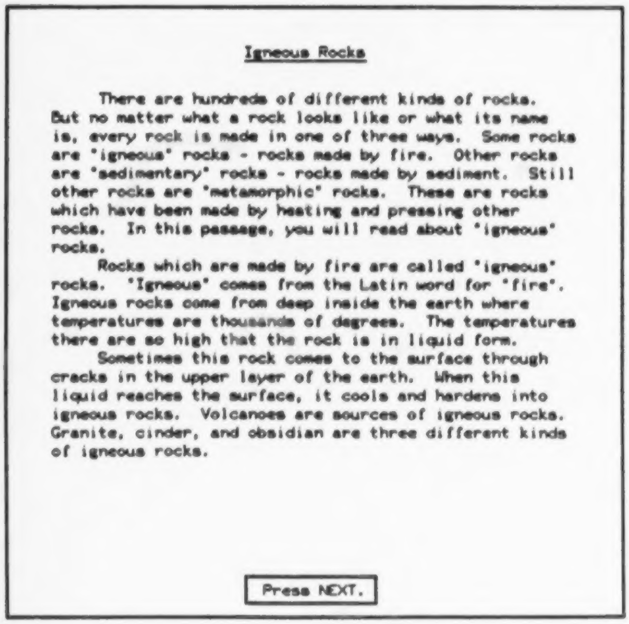
The self-paced passages are composed of simple, compound, and complex sentences, and students are encouraged to increase reading fluency as well as comprehension. On-screen graphs indicate how long they spend reading a passage, how many words they read in minutes or seconds, and the percentage of their correct responses.

Passage titles: *Beatles*, *Anne Hutchinson*, *Igneous Rocks*, *Metamorphic Rocks*, and *Sedimentary Rocks*. Figure 1 is an illustration of the passage *Igneous Rocks*.

Students read from nine to nineteen sentences on each subject. They are encouraged (after answering comprehension questions on each passage and viewing cumulative graphed scores) to reread the passages and increase reading fluency.

Students practice reading the passages sentence by sentence as they did in previous lessons. The passages are in paragraph form, and students answer five or six questions that are more complex than in earlier lessons, since answers may be composed of phrases or full sentences. When they have answered the questions correctly, students proceed to the next passage.

Interaction	• Press LAB to read passage sentence by sentence. • When students answer a comprehension question, "Right" appears next to a correct selection. • When they miss an item, "Wrong" appears next to the error. A message, "READ THIS AND TRY AGAIN," appears on the screen below, and students see the part of the passage that contains the correct answer to the item (see Figure 2). • Message: "You read the passage in ___ seconds or in ___ minutes. You read ___ words per minute. Now, let's see how well you understood it." • After students read all passages, two graphs plot their scores: words per minutes for each of five passages and percent accuracy for each passage.
Offline Materials	SRA Reading Lab IIIa: SRA Rate Builders (Brown Level) and SRA Power Builders (Orange Level)
Intended Audience	Adolescents and adults
Completion Time	60 minutes (self-paced)
Associated Lessons	Pacer Passages I-XIII



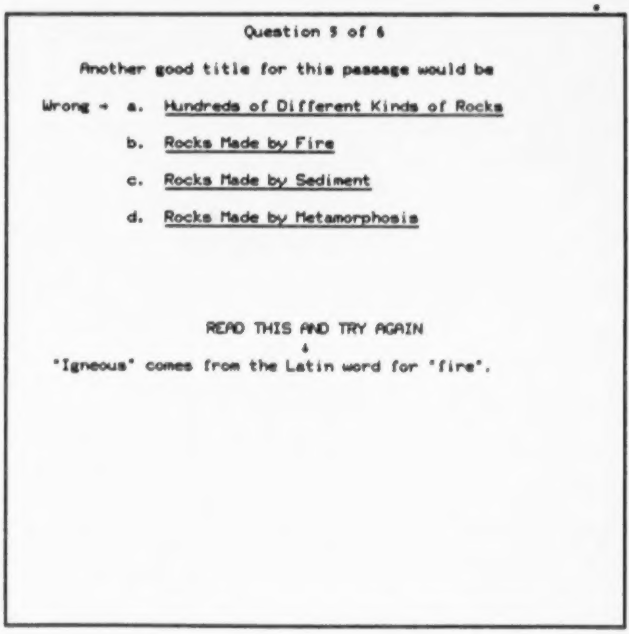
Igneous Rocks

There are hundreds of different kinds of rocks. But no matter what a rock looks like or what its name is, every rock is made in one of three ways. Some rocks are "igneous" rocks - rocks made by fire. Other rocks are "sedimentary" rocks - rocks made by sediment. Still other rocks are "metamorphic" rocks. These are rocks which have been made by heating and pressing other rocks. In this passage, you will read about "igneous" rocks.

Rocks which are made by fire are called "igneous" rocks. "Igneous" comes from the Latin word for "fire". Igneous rocks come from deep inside the earth where temperatures are thousands of degrees. The temperatures there are so high that the rock is in liquid form.

Sometimes this rock comes to the surface through cracks in the upper layer of the earth. When this liquid reaches the surface, it cools and hardens into igneous rocks. Volcanoes are sources of igneous rocks. Granite, cinder, and obsidian are three different kinds of igneous rocks.

Figure 1



Question 5 of 6

Another good title for this passage would be

Wrong → a. Hundreds of Different Kinds of Rocks
b. Rocks Made by Fire
c. Rocks Made by Sediment
d. Rocks Made by Metamorphosis

READ THIS AND TRY AGAIN
↓
"Igneous" comes from the Latin word for "fire".

Figure 2

Lesson

Pacer Passages XI

File *pacer11*

Authors Based on an idea developed by the PLATO Elementary Reading Project at the University of Illinois and adapted by Martin A. Siegel, Elaine C. Bruner, and Bruce M. Maggs.

Author Affiliation Courseware & Curriculum Applications (CCA) Group
University of Illinois at Urbana-Champaign

Objectives

- To increase reading comprehension and reading fluency.
- To build vocabulary.
- To learn and assimilate new facts.

Description In this five-part lesson, passages are slightly more complex in subject matter and vocabulary than in the previous *Pacer Passages*. The lesson consists of five reading comprehension passages that include two health topics related to how to measure blood pressure and the adverse effects of eating too much sugar; two passages related to the U.S. Constitution that discuss a defendant's rights under the Sixth Amendment and U.S. guaranteed rights under the Preamble. The last passage discusses how the value of a property soared when gambling was legalized in Atlantic City.

The self-paced passages are composed of simple, compound, and complex sentences, and students are encouraged to increase reading fluency as well as comprehension. On-screen graphs indicate how long they spend reading a passage, how many words they read in minutes or seconds, and the percentage of their correct responses.

Passage titles: *Measuring Blood Pressure*, *America's Sweet Tooth*, *Courtroom*, *Preamble to the Constitution*, and *Atlantic City*. To read *Measuring Blood Pressure*, see Figure 1.

Students read from eleven to eighteen sentences on each subject. They are encouraged (after answering comprehension questions on each passage and viewing cumulative graphed scores) to reread the passages and increase reading fluency.

Students practice reading the passages sentence by sentence as they did in previous lessons. The passages are in paragraph form (two contain quoted passages from the U.S. Constitution), and students answer six or seven questions that require answers composed of phrases or full sentences. When they have answered the questions correctly, students proceed to the next passage.

Interaction

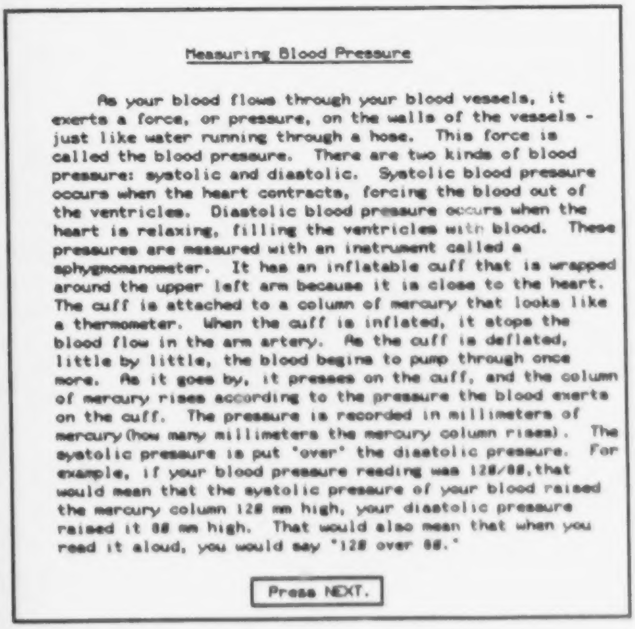
- Press LAB to read passage sentence by sentence.
- When students answer a comprehension question, "Right" appears next to a correct selection.
- When they miss an item, "Wrong" appears next to the error. A message, "READ THIS AND TRY AGAIN," appears on the screen below, and students see the part of the passage that contains the correct answer to the item (see Figure 2).
- Message: "You read the passage in ___ seconds or in ___ minutes. You read ___ words per minute. Now, let's see how well you understood it."
- After students read all passages, two graphs plot their scores: words per minutes for each of five passages and percent accuracy for each passage.

Offline Materials SRA Reading Lab IIIa: SRA Rate Builders (Brown Level) and SRA Power Builders (Orange Level)

Intended Audience Adolescents and adults

Completion Time 90 minutes (self-paced)

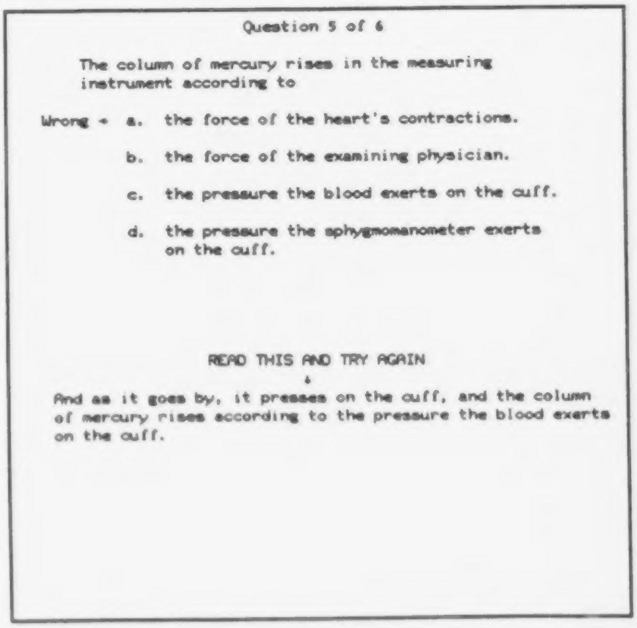
Associated Lessons Pacer Passages I-XIII



Measuring Blood Pressure

As your blood flows through your blood vessels, it exerts a force, or pressure, on the walls of the vessels - just like water running through a hose. This force is called the blood pressure. There are two kinds of blood pressure: systolic and diastolic. Systolic blood pressure occurs when the heart contracts, forcing the blood out of the ventricles. Diastolic blood pressure occurs when the heart is relaxing, filling the ventricles with blood. These pressures are measured with an instrument called a sphygmomanometer. It has an inflatable cuff that is wrapped around the upper left arm because it is close to the heart. The cuff is attached to a column of mercury that looks like a thermometer. When the cuff is inflated, it stops the blood flow in the arm artery. As the cuff is deflated, little by little, the blood begins to pump through once more. As it goes by, it presses on the cuff, and the column of mercury rises according to the pressure the blood exerts on the cuff. The pressure is recorded in millimeters of mercury (how many millimeters the mercury column rises). The systolic pressure is put "over" the diastolic pressure. For example, if your blood pressure reading was 120/80, that would mean that the systolic pressure of your blood raised the mercury column 120 mm high, your diastolic pressure raised it 80 mm high. That would also mean that when you read it aloud, you would say "120 over 80."

Figure 1



Question 5 of 6

The column of mercury rises in the measuring instrument according to

Wrong ← a. the force of the heart's contractions.

b. the force of the examining physician.

c. the pressure the blood exerts on the cuff.

d. the pressure the sphygmomanometer exerts on the cuff.

READ THIS AND TRY AGAIN

↓

And as it goes by, it presses on the cuff, and the column of mercury rises according to the pressure the blood exerts on the cuff.

Figure 2

Lesson

Finding the Main Idea: Lesson 16

File *mainidea*

Authors
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Lindsay P. Reichmann
Albert C. Liu
Martin A. Siegel
Robert C. Dixon

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Objectives

- To generate hypotheses in terms of one-sentence summaries that tell what an entire passage is about.
- To select from four alternatives the sentence that best describes the main idea of a passage.
- To build vocabulary.
- To infer from previous reading the meaning of words and phrases.

Description

This is a six-part lesson, in which students encounter three items requiring them to select from four sentences the one that best describes the main idea of a passage. They also play three games of "Best Guess" and "All Or None," in which they hypothesize and select the main idea of a passage by reading four one-sentence summaries, each of which might be a summary of the passage.

Items 1, 2, and 5: Main idea strategy. Students hypothesize, by reading one-sentence summaries, the main idea of a passage. Students play the game three times.

In "Best Guess," the game board contains a blank at the top of the screen that fills a sentence or two at a time. Four sentences at the bottom of the screen describe what may be the main idea of the passage. Checkmarks appear in 16 boxes next to the sentences, as students select their choice to answer, "BEST GUESS: Can you guess what this story is about?"

Students receive $25 (only play money!) to play the game. They read one or two main idea of the entire passage, so they spend $3 to read one or two more sentences. If they still can't guess the main idea, they spend another $3 to see more of the passage. If they think they know what the passage is about, they bet on one sentence or "hedge" their bet by placing money on two sentences at once.

During the game, students can change their sentence choice by pressing ERASE.

In the second part of the game, "All Or None," a fifth box appears, and students have two more chances to find the main idea. They must spend all the money they have left. Then, they learn how much money they have won.

Scoring the game: All the money a student bets on the right choice is added and multiplied by two. That is the student's score.

Hall of Fame: The highest average scores of top winners of the game are listed on a screen that students can see by pressing DATA. When they complete a game, they can compare how much money they have won with the highest average scores of top winners. This gives them incentive to work to be elected to the Hall of Fame.

Sentences describing main ideas of the game passages are:

Item 1: The fossil was an ocean animal and shows that there was once an ocean where they found it.

Item 2: Clouds show what the weather will be.

Item 5: Earthquakes can be predicted by the activity of cockroaches.

Items 3, 4, and 6: Main idea question. Finding the sentence that best describes the main idea of a passage. Students read an entire passage and select from four sentence choices to answer, "What is the main idea of this passage?"

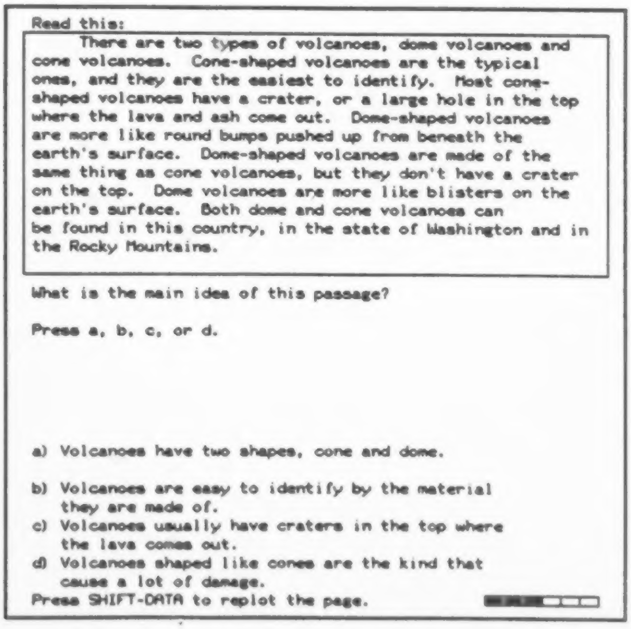
Sentences best describing the main ideas of the passages are:

Item 3: Dew comes from moisture in the air.

Item 4: Volcanoes have two shapes, cone and dome (see Figure 1).

Item 6: Scientists have made small thunderstorms in their laboratories.

Interaction	• Boxes in a progress bar at the bottom of the screen fill as each item is completed correctly. If students miss an item, the progress bar does not fill in, and they are required to complete a different item. If they miss that item, they are taken through a breakdown of the passage and a series of questions that should lead them to the correct answer. Then, the progress bar will fill in, and students may continue to work in the lesson.
Offline Materials	SRA Reading Lab IIIa: SRA Rate Builders (Brown Level) and SRA Power Builders (Orange Level)
Intended Audience	Adolescents and adults
Completion Time	60 minutes (self-paced)
Associated Lessons	Finding the Main Idea, Lessons 1-20



Read this:

There are two types of volcanoes, dome volcanoes and cone volcanoes. Cone-shaped volcanoes are the typical ones, and they are the easiest to identify. Most cone-shaped volcanoes have a crater, or a large hole in the top where the lava and ash come out. Dome-shaped volcanoes are more like round bumps pushed up from beneath the earth's surface. Dome-shaped volcanoes are made of the same thing as cone volcanoes, but they don't have a crater on the top. Dome volcanoes are more like blisters on the earth's surface. Both dome and cone volcanoes can be found in this country, in the state of Washington and in the Rocky Mountains.

What is the main idea of this passage?

Press a, b, c, or d.

a) Volcanoes have two shapes, cone and dome.

b) Volcanoes are easy to identify by the material they are made of.
c) Volcanoes usually have craters in the top where the lava comes out.
d) Volcanoes shaped like cones are the kind that cause a lot of damage.

Press SHIFT-DATA to replot the page.

Figure 1

Lesson

Finding the Main Idea: Lesson 17

File *mainidea*

Authors

Robert J. Stevens
Lindsay P. Reichmann
Albert C. Liu
Martin A. Siegel
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Author Affiliation

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University of Illinois at Urbana-Champaign

Objectives

- To generate hypotheses in terms of one-sentence summaries that tell what an entire passage is about.
- To select from four alternatives the sentence that best describes the main idea of a passage.
- To build vocabulary.
- To infer from previous reading the meaning of words and phrases.

Description

In this six-part lesson, students encounter three items requiring them to select from four sentences the one that best describes the main idea of a passage. They play three games of "Best Guess" and "All Or None," in which they hypothesize the main idea of a passage by reading one-sentence summaries, each of which might be a summary of the passage.

Items 1, 2, and 5: Main idea strategy. Students hypothesize, by reading one-sentence summaries, the main idea of a passage. Students play the game, "Best Guess" and "All Or None," three times.

In "Best Guess," the game board contains a blank at the top of the screen that fills a sentence or two at a time. Four sentences at the bottom of the screen describe what may be the main idea of the passage. Checkmarks appear in 16 boxes next to the sentences, as students select their choice to answer, "BEST GUESS: Can you guess what this story is about?"

Students receive $25 (play money only!) to play the game. They read one or two sentences of a passage but usually cannot determine the main idea of the entire passage, so they spend $3 to read one or two more sentences. If they still can't guess the main idea, they spend another $3 to see more of the passage. If they think they know what the passage is about, they bet on one sentence or *hedge* their bet by placing money on two sentences at once.

During the game, students can change their sentence choice by pressing ERASE.

In the second part of the game, "All Or None," a fifth box appears, and students have two more chances to find the main idea. They must spend all the money they have left. Then, they learn how much money they have won.

Scoring the game: All the money a student bets on the right choice is added and multiplied by two. That is the student's score.

Hall of Fame: The highest average scores of top winners of the game are listed on a screen that students can see by pressing DATA. When they complete a game, they can compare how much money they have won with the highest average scores of top winners. This gives them incentive to work to be elected to the Hall of Fame.

Sentences describing main ideas of the game passages are:

Item 1: Ira Braden saw a tornado destroy downtown Waco, Texas.

Item 2: Animals can sense storms before they come by the change in the air pressure.

Item 5: The ash from Mount St. Helen's caused many problems.

Items 3, 4, and 6: Finding the sentence that best describes the main idea of a passage. Students read an entire passage and select from four sentence choices to answer, "What is the main idea of this passage?"

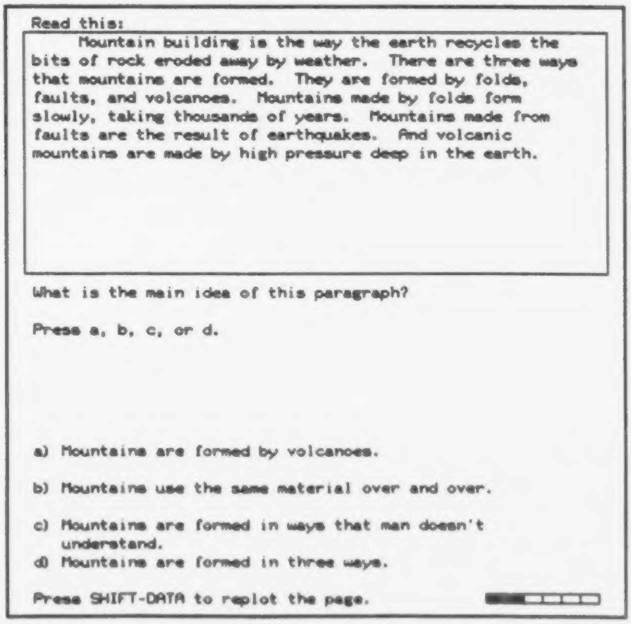
Sentences best describing the main ideas of the passages are:

Item 3: Mountains are formed in three ways (see Figure 1).

Item 4: Tornadoes cause a great deal of damage in unusual ways.

Item 6: Computers and radar help weathermen predict the weather.

Interaction	• Boxes in a progress bar at the bottom of the screen fill as each item is completed correctly. If students miss an item, the progress bar does not fill in, and they are required to complete a different item. If they miss that item, they are taken through a breakdown of the passage and a series of questions that should lead them to the correct answer. Then, the progress bar will fill in, and students may continue to work in the lesson.
Offline Materials	SRA Reading Lab IIIa: SRA Rate Builders (Brown Level) and SRA Power Builders (Orange Level)
Intended Audience	Adolescents and adults
Completion Time	60 minutes (self-paced)
Associated Lessons	Finding the Main Idea, Lessons 1-20



Read this:

Mountain building is the way the earth recycles the bits of rock eroded away by weather. There are three ways that mountains are formed. They are formed by folds, faults, and volcanoes. Mountains made by folds form slowly, taking thousands of years. Mountains made from faults are the result of earthquakes. And volcanic mountains are made by high pressure deep in the earth.

What is the main idea of this paragraph?

Press a, b, c, or d.

a) Mountains are formed by volcanoes.

b) Mountains use the same material over and over.

c) Mountains are formed in ways that man doesn't understand.

d) Mountains are formed in three ways.

Press SHIFT-DATA to replot the page.

Figure 1

Unit 8

Reading Level H

Objectives Students who master Unit 8, Reading Level H will learn and assimilate new facts, widen their vocabulary, and will read with increased comprehension and fluency. They will learn:

- to answer "Does this sentence tell...?" by determining whether a sentence or a passage does or does not tell the answer to a particular question;
- to answer a direct question that is presented after a sentence or a passage by underlining the part of the sentence or passage that tells the answer;
- to answer a direct question that is presented before a sentence or a passage by underlining the part of the sentence or passage that tells the answer;
- to paraphrase "One-to-Many" by reading a passage and selecting from four phrases or sentences the one that is a paraphrase of the original passage;
- to paraphrase "Find the sentence that tells...." by reading a multi-sentence passage and by underlining a sentence in the passage that is a paraphrase of a sentence presented after the passage;
- to increase reading comprehension and fluency;
- to build vocabulary;
- to learn and assimilate new facts;
- to generate hypotheses in terms of one-sentence summaries that tell what an entire passage is about; and
- to select from four alternatives the sentence that best describes the main idea of a passage.

Lessons

- Reading Comprehension IV, Lesson 4
- Reading Comprehension IV, Lesson 5
- Pacer Passages XII
- Pacer Passages XIII

- Finding the Main Idea, Lesson 18

- Finding the Main Idea, Lesson 19

- Finding the Main Idea, Lesson 20

Offline Materials

- For Reading Comprehension IV, Lesson 4, Pacer Passages XII and XIII, and Finding the Main Idea, Lessons 18, 19 and 20, SRA Reading Lab IIIa: SRA Rate Builders (Tan Level) and SRA Power Builders (Gold Level)

  Students must score at least seven out of eight on ten different passages of SRA Rate Builders and eight out of nine on five different passages of SRA Power Builders.

  For Reading Comprehension IV, Lesson 5, SRA Reading Lab IIIa: SRA Rate Builders (Green Level) and SRA Power Builders (Brown Level)

  Students must score at least seven out of eight on ten different passages of SRA Rate Builders and eight out of nine on five different passages of SRA Power Builders.

Lesson

Reading Comprehension IV: Lesson 4

File *reading4*

Authors

Martin A. Siegel
Louis V. DiBello
Elaine C. Bruner
J. Michael Felty

Author Affiliation

Courseware & Curriculum Applications (CCA) Group
University of Illinois at Urbana-Champaign

Objectives

- To answer a direct question that is presented before or after a passage by underlining the part of the passage that tells the answer.
- To paraphrase "One-to-Many"; i.e., to read a passage and select from four phrases or sentences the one that is a paraphrase of the original passage.
- To paraphrase "Find the sentence that tells...."; i.e., to read a multi-sentence passage and to underline a sentence in the passage that is a paraphrase of a sentence presented after the passage.
- To answer, "Does this sentence tell...?" i.e., to distinguish whether a passage does or does not tell the answer to a particular question.
- To recognize when a phrase answers the questions: *what* or *when.*
- To recognize synonyms and synonymous phrases.
- To build vocabulary.

Description

In this lesson, students practice what they have learned in previous lessons. The lesson subject matter and vocabulary are more complex and the passages are longer than in other lessons.

Part 1: "Direct question before or after a passage" (five uncued, mixed items). Students, presented with one- or two-sentence passages, find and underline the words that answer *what* or *when* questions.

"One-to-Many" (five items). Students read a one- to four-sentence passage followed by four similar one- or two-sentence passages, only one of which is a paraphrase of the original passage. Then, they read, "This tells us...." and select the passage that is a paraphrase of the original passage (see Figure 1).

"Find the sentence that tells...." (two items). Students read long passages and read directions: "Find the sentence that tells you...." Then, they read another sentence or question. They are required to underline a sentence in the passage that is a paraphrase of the presented sentence or question.

For each passage, students underline four different sentences in the passage that are paraphrases of a series of four presented sentences or questions (see Figures 2-a and 2-b).

The second passage is a letter written in dialect and contains grammatical errors and misspellings. This letter is different from the one presented in the last lesson.

Part 2: "Does this sentence tell...?" (seven uncued items). Students decide whether a passage does or does not answer a particular question. The passage does not contain the exact words used in the question.

Students read two-sentence passages and answer "Yes/No" to *what* or *when* questions and must underline the parts of the sentence if they answer "Yes." If they answer "No," they proceed to the next item.

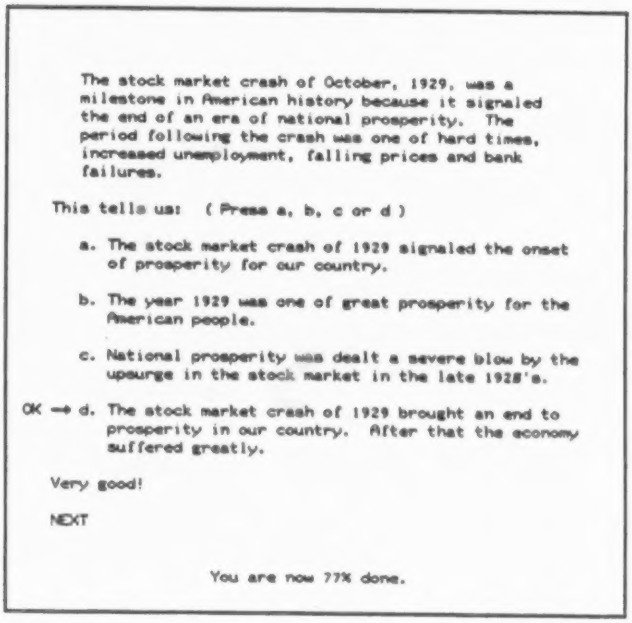
"One-to-Many" (five items). Students read a one- to four-sentence passage followed by four similar one- or two-sentence passages, only one of which is a paraphrase of the original passage. Then, they read, "This tells us...." and select the passage that is a paraphrase of the original passage.

"Find the sentence that tells...." (one item). Students follow the same procedure as presented in Part 1. They read a long passage that contains a letter from a reader of a newspaper column and an answer from the columnist. Students underline three sentences in the letters that are paraphrases of three sentences or questions presented after the letters.

Interaction

- Corrective Feedback Paradigm (CFP): After reviewing a missed item, new items teaching the same concept recur at increasing intervals ensuring students master the concept. The new items are variations of the original item.
- The reading comprehension items are mastery-based, and students cannot undertake the next item until they understand and master the first teaching concept.
- Response feedback to correct and incorrect answers is encouraging.
- A message at the bottom of the screen indicates the percent of lesson completed: "You are now ___ done."

Offline Materials	SRA Reading Lab IIIa: SRA Rate Builders (Tan Level) and SRA Power Builders (Gold Level)
Intended Audience	Adolescents and adults
Completion Time	90 minutes (self-paced)
Associated Lessons	Reading Comprehension I-IV
Special Note	Touch or mouse input optional



The stock market crash of October, 1929, was a milestone in American history because it signaled the end of an era of national prosperity. The period following the crash was one of hard times, increased unemployment, falling prices and bank failures.

This tells us: (Press a, b, c or d)

a. The stock market crash of 1929 signaled the onset of prosperity for our country.

b. The year 1929 was one of great prosperity for the American people.

c. National prosperity was dealt a severe blow by the upsurge in the stock market in the late 1920's.

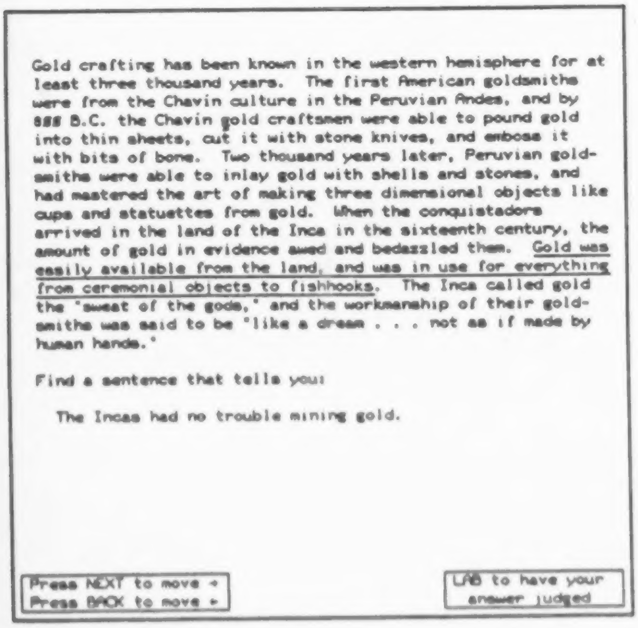
OK → d. The stock market crash of 1929 brought an end to prosperity in our country. After that the economy suffered greatly.

Very good!

NEXT

You are now 77% done.

Figure 1

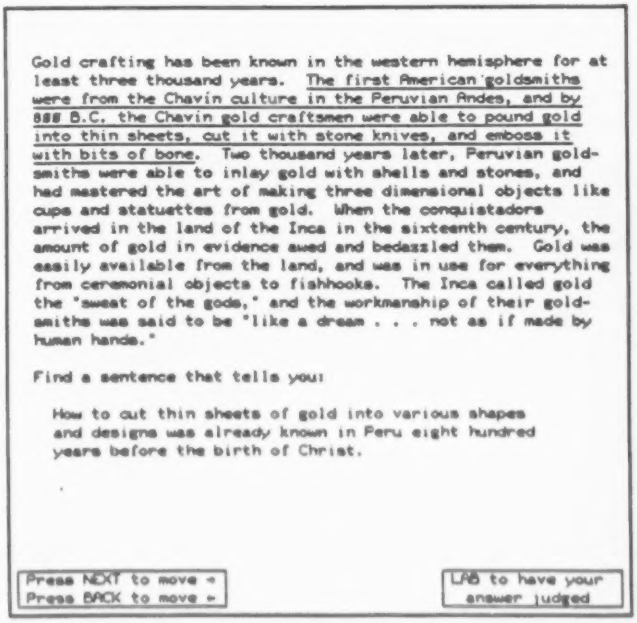


Gold crafting has been known in the western hemisphere for at least three thousand years. The first American goldsmiths were from the Chavin culture in the Peruvian Andes, and by 800 B.C. the Chavin gold craftsmen were able to pound gold into thin sheets, cut it with stone knives, and emboss it with bits of bone. Two thousand years later, Peruvian goldsmiths were able to inlay gold with shells and stones, and had mastered the art of making three dimensional objects like cups and statuettes from gold. When the conquistadors arrived in the land of the Inca in the sixteenth century, the amount of gold in evidence awed and bedazzled them. Gold was easily available from the land, and was in use for everything from ceremonial objects to fishhooks. The Inca called gold the "sweat of the gods," and the workmanship of their goldsmiths was said to be "like a dream . . . not as if made by human hands."

Find a sentence that tells you:

The Incas had no trouble mining gold.

Figure 2-a



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Find a sentence that tells you:

How to cut thin sheets of gold into various shapes and designs was already known in Peru eight hundred years before the birth of Christ.

Figure 2-b

Lesson

Reading Comprehension IV: Lesson 5

File *reading4*

Authors

Martin A. Siegel
Louis V. DiBello
Elaine C. Bruner
J. Michael Felty

Author Affiliation

Courseware & Curriculum Applications (CCA) Group
University of Illinois at Urbana-Champaign

Objectives

- To paraphrase "One-to-Many"; i.e., to read a passage and select from four phrases or sentences the one that is a paraphrase of the original passage.
- To paraphrase "Find the sentence that tells...."; i.e., to read a multi-sentence passage and to underline a sentence in the passage that is a paraphrase of a sentence presented after the passage.
- To answer a direct question that is presented before or after a sentence by underlining the part of the sentence that tells the answer.
- To answer, "Does this sentence tell...?" i.e., to distinguish whether a sentence does or does not tell the answer to a particular question.
- To recognize when a phrase answers the questions: *what*, *how*, or *why*.
- To recognize synonyms and synonymous phrases.
- To build vocabulary.

Description

In this last two-part lesson of the reading comprehension series, students practice what they have learned and mastered in the last few lessons.

While the lesson content of "One-to-Many" and "Find the sentence that tells...." is more complex than in previous lessons, the subject matter and vocabulary of other items in this lesson are less complex.

The learning concepts are mixed. Although there is a total of seven "One-to-Many" paraphrasing items in Part 1, students are presented with two of those items and then with two "Find the sentence that tells...." items before they see the next five "One-to-Many" items. The same thing occurs in Part 2.

Part 1: "One-to-Many" (two items). Students read a one-sentence and a three-sentence passage, each followed by four similar passages, only one of which is a paraphrase of the original passage. Then, they read, "This tells us...." and select the passage that is a paraphrase of the original passage (see Figure 1).

"Find the sentence that tells...." (two items). Students read long passages and read directions: "Find the sentence that tells you...." Then, they read another sentence or question. They are required to underline a sentence in the passage that is a paraphrase of the presented sentence or question. For each passage, students underline four different sentences in the passage that are paraphrases of a series of four presented sentences or questions (see Figures 2-a through 2-c).

"One-to-Many" (five items). Students follow the same procedure as they did for the first two "One-to-Many" items above.

"Direct question before a sentence" (five uncued items). Students, presented with one sentence, find and underline three to six words that answer *what*, *how*, or *why* questions.

Part 2: "Does this sentence tell...?" (seven uncued items). Students decide whether the sentence does or does not answer a particular question. The sentence does not contain the exact words used in the question.

Students read one sentence and answer "Yes/No" to *what* or *why* questions and must underline the parts of the sentence if they answer "Yes." If they answer "No," they proceed to the next item.

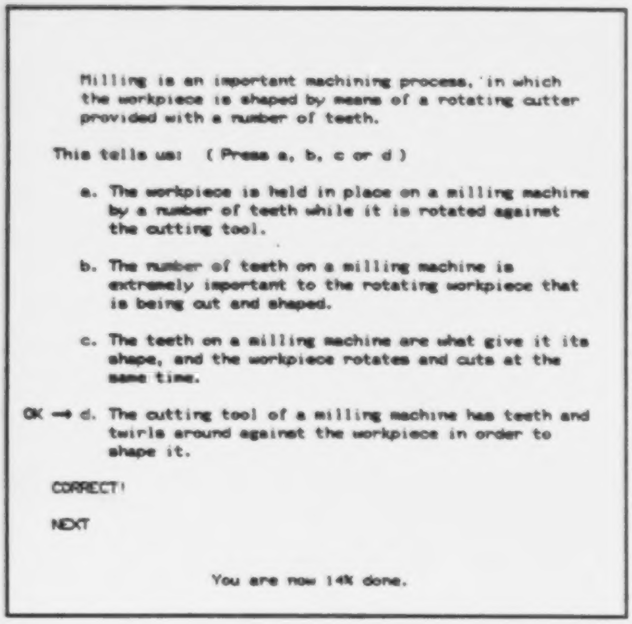
"One-to-Many" (three items). Students read one sentence followed by four similar sentences, only one of which is a paraphrase of the original passage. Then, they read, "This tells us...." and select the passage that is a paraphrase of the original passage.

"Find the sentence that tells...." (two items). Students follow the same procedure as presented in Part 1. They read long passages and must underline four sentences in the passage that are paraphrases of presented sentences.

"One-to-Many" (five items). Students follow the same procedure as they did in the three "One-to-Many" items in Part 2 above, except that they read one-, three-, or four-sentence passages and select a sentence that is a paraphrase of the original passage.

"Direct question after a sentence" (five uncued items). Students, presented with one sentence, find and underline three to seven words that answer *what* or *how*, or *why* questions.

Interaction	• Corrective Feedback Paradigm (CFP): After reviewing a missed item, new items teaching the same concept recur at increasing intervals ensuring students master the concept. The new items are variations of the original item. • The reading comprehension items are mastery-based, and students cannot undertake the next item until they understand and master the first teaching concept. • Response feedback to correct and incorrect answers is encouraging. • A message at the bottom of the screen indicates the percent of lesson completed: "You are now ___ done."
Offline Materials	SRA Reading Lab IIIa: SRA Rate Builders (Green Level) and SRA Power Builders (Brown Level)
Intended Audience	Adolescents and adults
Completion Time	90 minutes (self-paced)
Associated Lessons	Reading Comprehension I-IV
Special Note	Touch or mouse input optional



Milling is an important machining process, in which the workpiece is shaped by means of a rotating cutter provided with a number of teeth.

This tells us: (Press a, b, c or d)

a. The workpiece is held in place on a milling machine by a number of teeth while it is rotated against the cutting tool.

b. The number of teeth on a milling machine is extremely important to the rotating workpiece that is being out and shaped.

c. The teeth on a milling machine are what give it its shape, and the workpiece rotates and cuts at the same time.

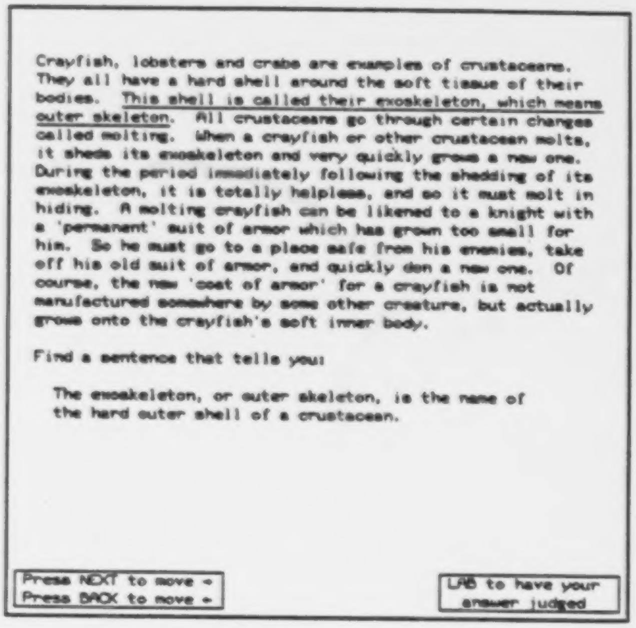
OK → d. The cutting tool of a milling machine has teeth and twirls around against the workpiece in order to shape it.

CORRECT!

NEXT

You are now 14% done.

Figure 1

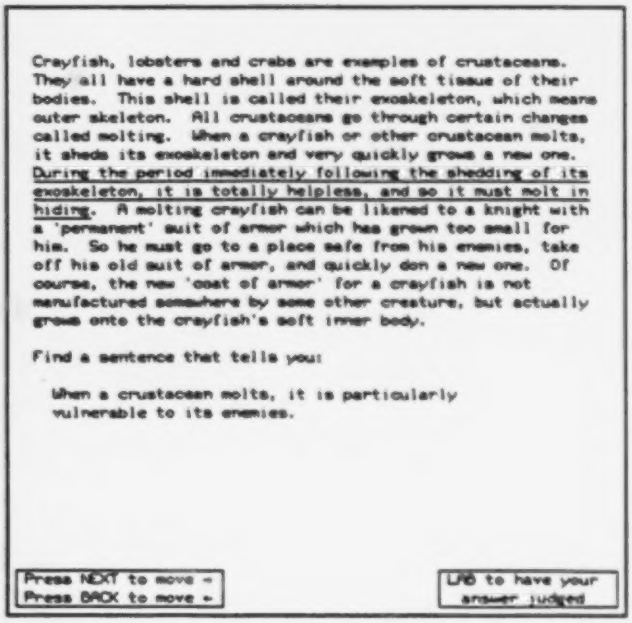


Crayfish, lobsters and crabs are examples of crustaceans. They all have a hard shell around the soft tissue of their bodies. This shell is called their exoskeleton, which means outer skeleton. All crustaceans go through certain changes called molting. When a crayfish or other crustacean molts, it sheds its exoskeleton and very quickly grows a new one. During the period immediately following the shedding of its exoskeleton, it is totally helpless, and so it must molt in hiding. A molting crayfish can be likened to a knight with a 'permanent' suit of armor which has grown too small for him. So he must go to a place safe from his enemies, take off his old suit of armor, and quickly don a new one. Of course, the new 'coat of armor' for a crayfish is not manufactured somewhere by some other creature, but actually grows onto the crayfish's soft inner body.

Find a sentence that tells you:

The exoskeleton, or outer skeleton, is the name of the hard outer shell of a crustacean.

Figure 2-a

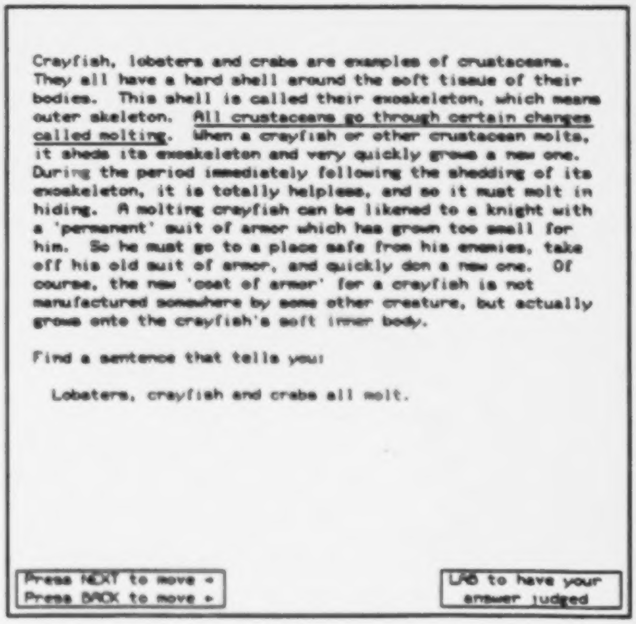


Crayfish, lobsters and crabs are examples of crustaceans. They all have a hard shell around the soft tissue of their bodies. This shell is called their exoskeleton, which means outer skeleton. All crustaceans go through certain changes called molting. When a crayfish or other crustacean molts, it sheds its exoskeleton and very quickly grows a new one. During the period immediately following the shedding of its exoskeleton, it is totally helpless, and so it must molt in hiding. A molting crayfish can be likened to a knight with a 'permanent' suit of armor which has grown too small for him. So he must go to a place safe from his enemies, take off his old suit of armor, and quickly don a new one. Of course, the new 'coat of armor' for a crayfish is not manufactured somewhere by some other creature, but actually grows onto the crayfish's soft inner body.

Find a sentence that tells you:

When a crustacean molts, it is particularly vulnerable to its enemies.

Figure 2-b



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Find a sentence that tells you:

Lobsters, crayfish and crabs all molt.

Figure 2-c

Lesson

Pacer Passages XII

File *pacer12*

Authors Based on an idea developed by the PLATO Elementary Reading Project at the University of Illinois and adapted by Martin A. Siegel, Elaine C. Bruner, and Bruce M. Maggs.

Author Affiliation Courseware & Curriculum Applications (CCA) Group
University of Illinois at Urbana-Champaign

Objectives

- To increase reading comprehension and reading fluency.
- To build vocabulary.
- To learn and assimilate new facts.

Description This is a five-part lesson, in which passages are more complex in subject matter and vocabulary than in the previous *Pacer Passages*. In the lesson, consisting of five reading comprehension passages, students must interpret abstract phrases contained in poems.

"Richard Cory," a four-stanza poem by Edwin Arlington Robinson, requires students to interpret human emotions. In "Song," an eight-line poem by Christina Georgina Rossetti, students must decipher the author's feelings about death.

"Starry Night" is a 2-1/2 page, 16-paragraph, 54-sentence story about a boy who sees his girlfriend with another fellow.

Other passages include two biographical sketches: one is about a famous black woman, Harriet Tubman, who helped slaves escape via the underground railroad; the other, about a famous soccer player.

The self-paced passages are composed of simple, compound, and complex sentences, and students are encouraged to increase reading fluency as well as comprehension. On-screen graphs indicate how long they spend reading a passage, how many words they read in minutes or seconds, and the percentage of their correct responses.

Passage titles: *Richard Cory*, *Song*, *Starry Night*, *Underground Railroad*, and *Péle, The Black Pearl*. *Underground Railroad* is depicted in Figures 1-a and 1-b.

Students read from eight to 54 sentences on each subject. They are encouraged (after answering comprehension questions on each passage and viewing cumulative graphed scores) to reread the passages and increase reading fluency.

Students practice reading the passages sentence by sentence as they did in previous lessons. The passages are in verse or paragraph form, and students answer five or six questions on each topic. When they have answered the questions correctly, students proceed to the next passage.

Interaction

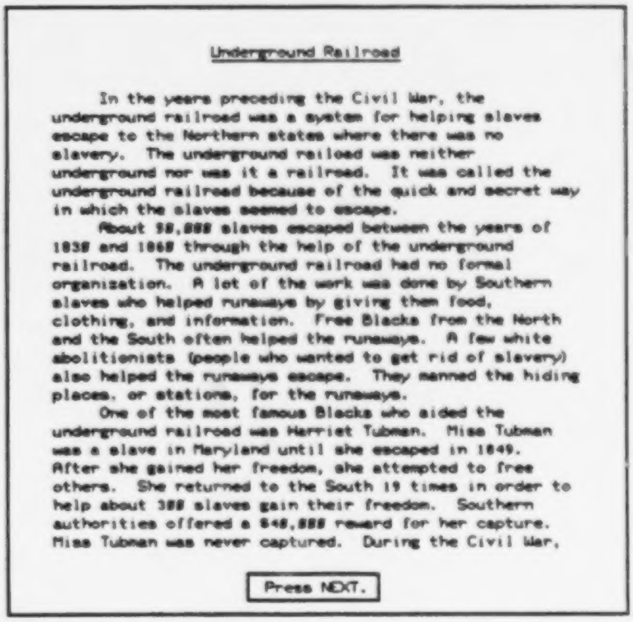
- Press LAB to read passage sentence by sentence.
- When students answer a comprehension question, "Right" appears next to a correct selection.
- When they miss an item, "Wrong" appears next to the error. A message, "READ THIS AND TRY AGAIN," appears on the screen below, and students see the part of the passage that contains the correct answer to the item (see Figure 2).
- Message: "You read the passage in ___ seconds or in ___ minutes. You read ___ words per minute. Now, let's see how well you understood it."
- After students read all passages, two graphs plot their scores: words per minutes for each of five passages and percent accuracy for each passage.

Offline Materials SRA Reading Lab IIIa: SRA Rate Builders (Tan Level) and SRA Power Builders (Gold Level)

Intended Audience Adolescents and adults

Completion Time 90 minutes (self-paced)

Associated Lessons Pacer Passages I-XIII



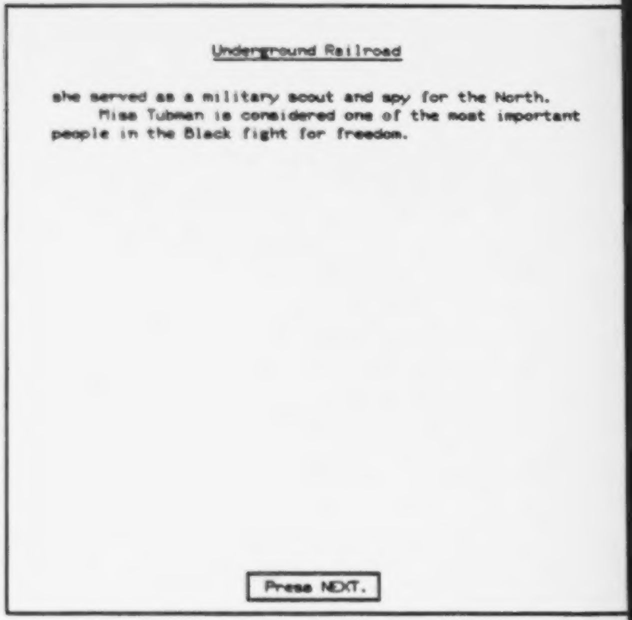
Underground Railroad

In the years preceding the Civil War, the underground railroad was a system for helping slaves escape to the Northern states where there was no slavery. The underground railoed was neither underground nor was it a railroad. It was called the underground railroad because of the quick and secret way in which the slaves seemed to escape.

About 50,000 slaves escaped between the years of 1830 and 1860 through the help of the underground railroad. The underground railroad had no formal organization. A lot of the work was done by Southern slaves who helped runaways by giving them food, clothing, and information. Free Blacks from the North and the South often helped the runaways. A few white abolitionists (people who wanted to get rid of slavery) also helped the runaways escape. They manned the hiding places, or stations, for the runaways.

One of the most famous Blacks who aided the underground railroad was Harriet Tubman. Miss Tubman was a slave in Maryland until she escaped in 1849. After she gained her freedom, she attempted to free others. She returned to the South 19 times in order to help about 300 slaves gain their freedom. Southern authorities offered a $40,000 reward for her capture. Miss Tubman was never captured. During the Civil War,

Figure 1-a

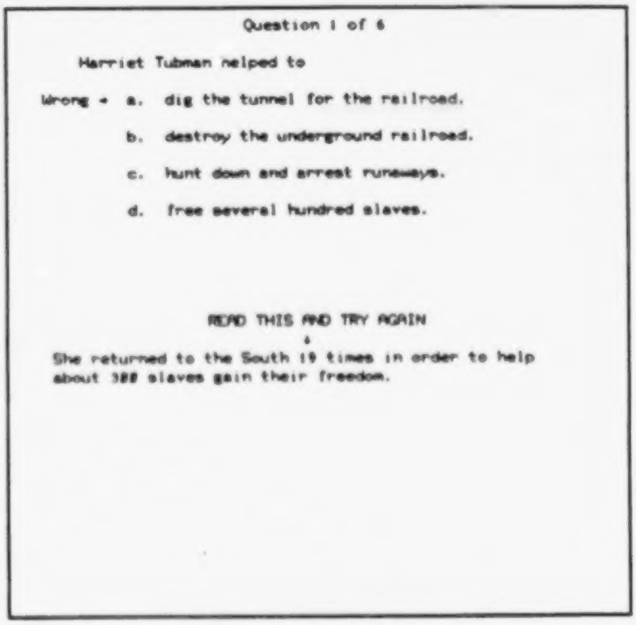


Underground Railroad

she served as a military scout and spy for the North.

Miss Tubman is considered one of the most important people in the Black fight for freedom.

Figure 1-b



Question 1 of 6

Harriet Tubman helped to

Wrong → a. dig the tunnel for the railroad.

b. destroy the underground railroad.

c. hunt down and arrest runaways.

d. free several hundred slaves.

READ THIS AND TRY AGAIN

↓

She returned to the South 19 times in order to help about 300 slaves gain their freedom.

Figure 2

Lesson

Pacer Passages XIII

File *pacer13*

Authors Based on an idea developed by the PLATO Elementary Reading Project at the University of Illinois and adapted by Martin A. Siegel, Elaine C. Bruner, and Bruce M. Maggs.

Author Affiliation
Courseware & Curriculum Applications (CCA) Group
University of Illinois at Urbana-Champaign

Objectives

- To increase reading comprehension and reading fluency.
- To build vocabulary.
- To learn and assimilate new facts.

Description In this lesson, passages are more complex in subject matter and vocabulary than in the previous *Pacer Passages*, even though the passages are shorter. The lesson consists of two reading comprehension passages, and students must read and understand scientific principles to answer questions.

Inertia, a 1-1/2 page, 3-paragraph, 18-sentence passage, discusses and defines *acceleration*, *friction*, and *velocity*.

The other topic, *Oil Spills*, is two paragraphs and 12 sentences long. The discussions are related to the environmental hazards of oil spills and the development of an inexpensive method to combat oil spills in the ocean.

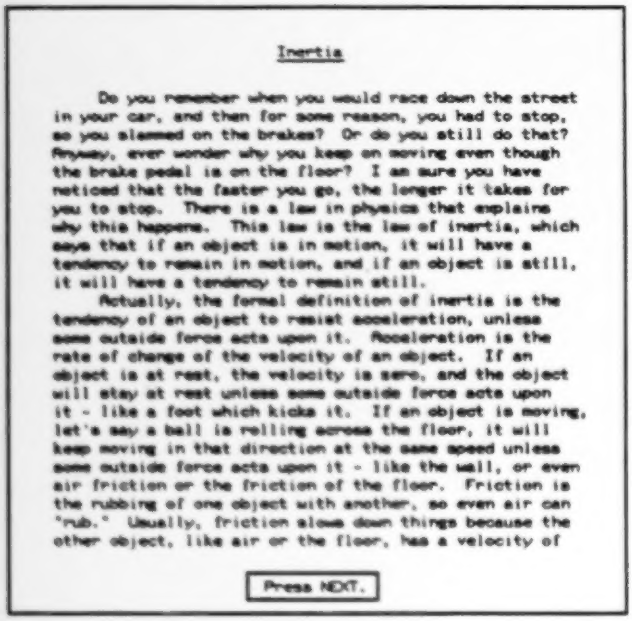
The self-paced passages are composed primarily of complex sentences, and students are encouraged to increase reading fluency as well as comprehension. On-screen graphs indicate how long they spend reading a passage, how many words they read in minutes or seconds, and the percentage of their correct responses.

Passage titles: *Inertia*, and *Oil Spills*. Figures 1-a and 1-b are illustrations of *Inertia*.

Students read 12 or 18 sentences on each subject. They are encouraged (after answering comprehension questions on each passage and viewing cumulative graphed scores) to reread the passages and increase reading fluency.

Students practice reading the passages sentence by sentence as they did in previous lessons. The passages are in paragraph form, and students answer five questions on one topic and or six questions on the other. When they have answered the questions correctly, students proceed to the next passage.

Interaction	• Press LAB to read passage sentence by sentence. • When students answer a comprehension question, "Right" appears next to a correct selection. • When they miss an item, "Wrong" appears next to the error. A message, "READ THIS AND TRY AGAIN," appears on the screen below, and students see the part of the passage that contains the correct answer to the item (see Figure 2). • Message: "You read the passage in ___ seconds or in ___ minutes. You read ___ words per minute. Now, let's see how well you understood it." • After students read all passages, two graphs plot their scores: words per minutes for each of two passages and percent accuracy for each passage.
Offline Materials	SRA Reading Lab IIIa: SRA Rate Builders (Tan Level) and SRA Power Builders (Gold Level)
Intended Audience	Adolescents and adults
Completion Time	60 minutes (self-paced)
Associated Lessons	Pacer Passages I-XIII

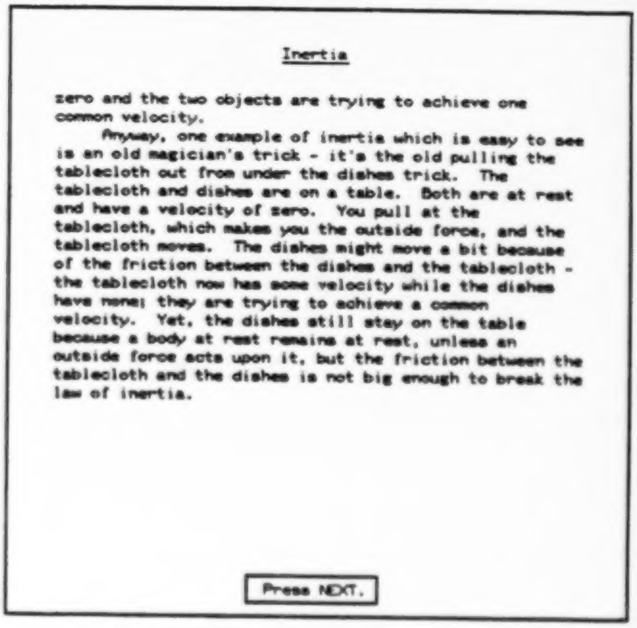


Inertia

Do you remember when you would race down the street in your car, and then for some reason, you had to stop, so you slammed on the brakes? Or do you still do that? Anyway, ever wonder why you keep on moving even though the brake pedal is on the floor? I am sure you have noticed that the faster you go, the longer it takes for you to stop. There is a law in physics that explains why this happens. This law is the law of inertia, which says that if an object is in motion, it will have a tendency to remain in motion, and if an object is still, it will have a tendency to remain still.

Actually, the formal definition of inertia is the tendency of an object to resist acceleration, unless some outside force acts upon it. Acceleration is the rate of change of the velocity of an object. If an object is at rest, the velocity is zero, and the object will stay at rest unless some outside force acts upon it - like a foot which kicks it. If an object is moving, let's say a ball is rolling across the floor, it will keep moving in that direction at the same speed unless some outside force acts upon it - like the wall, or even air friction or the friction of the floor. Friction is the rubbing of one object with another, so even air can "rub." Usually, friction slows down things because the other object, like air or the floor, has a velocity of

Figure 1-a

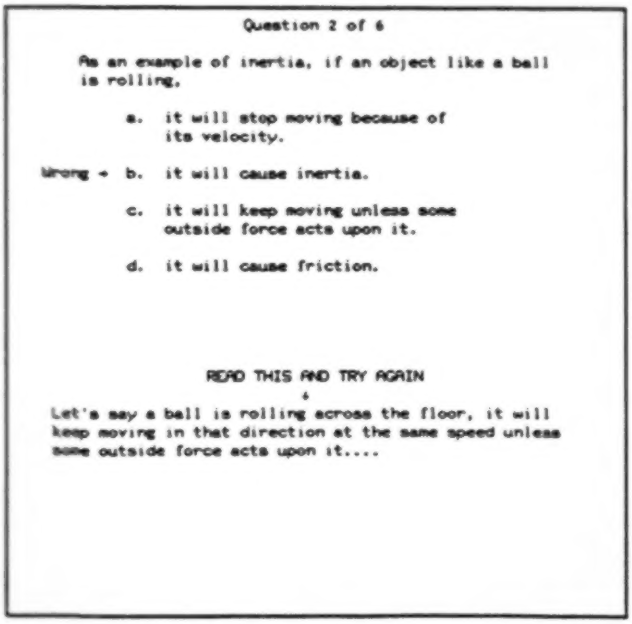


Inertia

zero and the two objects are trying to achieve one common velocity.

Anyway, one example of inertia which is easy to see is an old magician's trick - it's the old pulling the tablecloth out from under the dishes trick. The tablecloth and dishes are on a table. Both are at rest and have a velocity of zero. You pull at the tablecloth, which makes you the outside force, and the tablecloth moves. The dishes might move a bit because of the friction between the dishes and the tablecloth - the tablecloth now has some velocity while the dishes have none; they are trying to achieve a common velocity. Yet, the dishes still stay on the table because a body at rest remains at rest, unless an outside force acts upon it, but the friction between the tablecloth and the dishes is not big enough to break the law of inertia.

Figure 1-b



Question 2 of 6

As an example of inertia, if an object like a ball is rolling,

a. it will stop moving because of its velocity.

Wrong → b. it will cause inertia.

c. it will keep moving unless some outside force acts upon it.

d. it will cause friction.

READ THIS AND TRY AGAIN
↓
Let's say a ball is rolling across the floor, it will keep moving in that direction at the same speed unless some outside force acts upon it....

Figure 2

Lesson

Finding the Main Idea: Lesson 18

File *mainidea*

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Objectives

- To generate hypotheses in terms of one-sentence summaries that tell what an entire passage is about.
- To select from four alternatives the sentence that best describes the main idea of a passage.
- To build vocabulary.
- To infer from previous reading the meaning of words and phrases.

Description

This is a six-part lesson, in which students encounter three items that require them to select from four sentences the sentence that best describes the main idea of a passage. They also play three games of "Best Guess" and "All Or None," in which they hypothesize and select the main idea of a passage by reading four one-sentence summaries, each of which might be a summary of the passage.

Items 1, 4, and 5: Main idea strategy. Students hypothesize, by reading one-sentence summaries, the main idea of a passage. Students play three games of "Best Guess" and "All Or None."

In "Best Guess," the game board contains a blank at the top of the screen that fills a sentence or two at a time. Four sentences at the bottom of the screen describe what may be the main idea of the passage. Checkmarks appear in 16 boxes next to the sentences, as students select their choice to answer, "BEST GUESS: Can you guess what this story is about?

Students receive $25 (play money only!) to play the game. They read one or two sentences of a passage but usually cannot determine the main idea of the entire passage, so they spend $3 to read one or two more sentences. If they still can't guess the main idea, they spend another $3 to see more of the passage. If they think they know what the passage is about, they bet on one sentence or *hedge* their bet by placing money on two sentences at once.

During the game, students can change their sentence choice by pressing ERASE.

In the second part of the game, "All Or None," a fifth box appears, and students have two more chances to find the main idea. They must spend all the money they have left. Then, they learn how much money they have won.

Scoring the game: All the money a student bets on the right choice is added and multiplied by two. That is the student's score.

Hall of Fame: The highest average scores of top winners of the game are listed on a screen that students can see by pressing DATA. When they complete a game, they can compare how much money they have won with the highest average scores of top winners. This gives them incentive to work to be elected to the Hall of Fame.

Sentences describing main ideas of the game passages are:

Item 1: Robert Landsburg died taking pictures of the Mount St. Helen's eruption (see Figures 1-a and 1-b).

Item 4: The atmosphere is made of a mixture of gases, including oxygen and nitrogen.

Item 5: The San Andreas fault in California is caused by the Earth's crust pulling apart.

Items 2, 3, and 6: Finding the sentence that best describes the main idea of a passage. Students read an entire passage and select from four sentence choices to answer, "What is the main idea of this passage?"

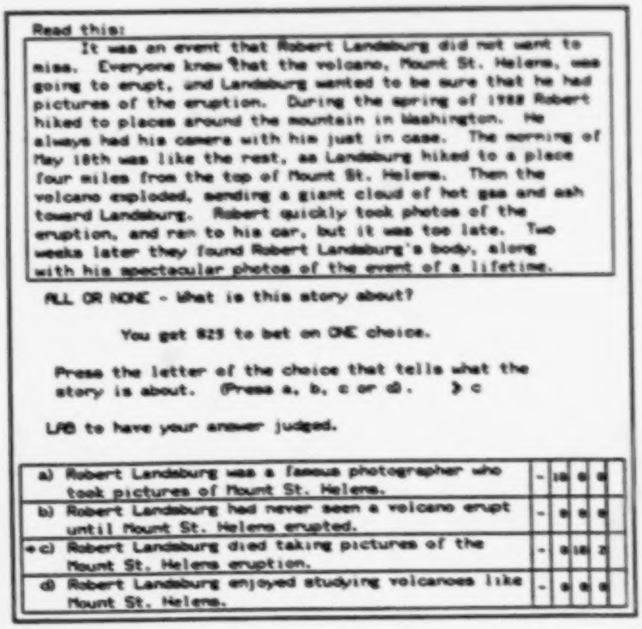
Sentences best describing the main ideas of the passages are:

Item 2: Benjamin Franklin proved that lightning was due to electricity in the air (see Figures 2-a through 2-e).

Item 3: Rainmakers have tried many different methods to make it rain.

Item 6: Harry found a large fossil in a coal mine.

Interaction	• Boxes in a progress bar at the bottom of the screen fill as each item is completed correctly. If students miss an item, the progress bar does not fill in, and they are required to complete a different item. If they miss that item, they are taken through a breakdown of the passage and a series of questions that should lead them to the correct answer. Then, the progress bar will fill in, and students may continue to work in the lesson.
Offline Materials	SRA Reading Lab IIIa: SRA Rate Builders (Tan Level) and SRA Power Builders (Gold Level)
Intended Audience	Adolescents and adults
Completion Time	60 minutes (self-paced)
Associated Lessons	Finding the Main Idea, Lessons 1-20



Read this:

It was an event that Robert Landsburg did not want to miss. Everyone knew that the volcano, Mount St. Helens, was going to erupt, and Landsburg wanted to be sure that he had pictures of the eruption. During the spring of 1980 Robert hiked to places around the mountain in Washington. He always had his camera with him just in case. The morning of May 18th was like the rest, as Landsburg hiked to a place four miles from the top of Mount St. Helens. Then the volcano exploded, sending a giant cloud of hot gas and ash toward Landsburg. Robert quickly took photos of the eruption, and ran to his car, but it was too late. Two weeks later they found Robert Landsburg's body, along with his spectacular photos of the event of a lifetime.

ALL OR NONE - What is this story about?

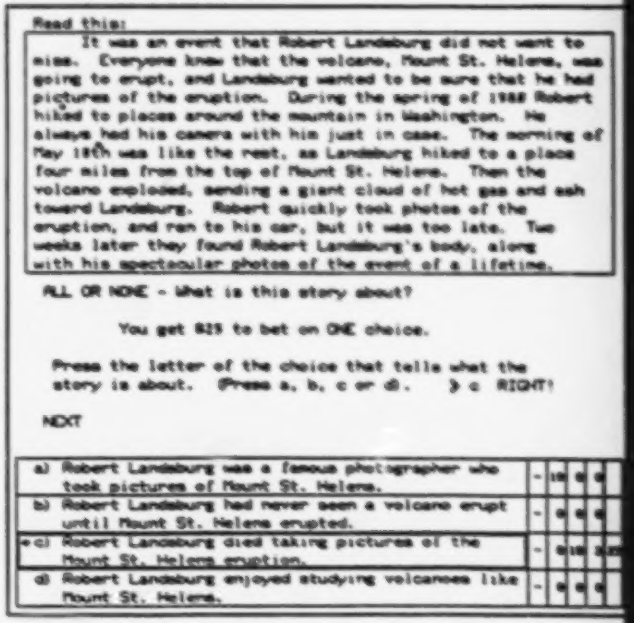
You get $25 to bet on ONE choice.

Press the letter of the choice that tells what the story is about. (Press a, b, c or d). ❯ c

LAB to have your answer judged.

a) Robert Landsburg was a famous photographer who took pictures of Mount St. Helens.	-	10	0	0	
b) Robert Landsburg had never seen a volcano erupt until Mount St. Helens erupted.	-	0	0	0	
➔c) Robert Landsburg died taking pictures of the Mount St. Helens eruption.	-	0	10	2	
d) Robert Landsburg enjoyed studying volcanoes like Mount St. Helens.	-	0	0	0	

Figure 1-a



Read this:

It was an event that Robert Landsburg did not want to miss. Everyone knew that the volcano, Mount St. Helens, was going to erupt, and Landsburg wanted to be sure that he had pictures of the eruption. During the spring of 1980 Robert hiked to places around the mountain in Washington. He always had his camera with him just in case. The morning of May 18th was like the rest, as Landsburg hiked to a place four miles from the top of Mount St. Helens. Then the volcano exploded, sending a giant cloud of hot gas and ash toward Landsburg. Robert quickly took photos of the eruption, and ran to his car, but it was too late. Two weeks later they found Robert Landsburg's body, along with his spectacular photos of the event of a lifetime.

ALL OR NONE - What is this story about?

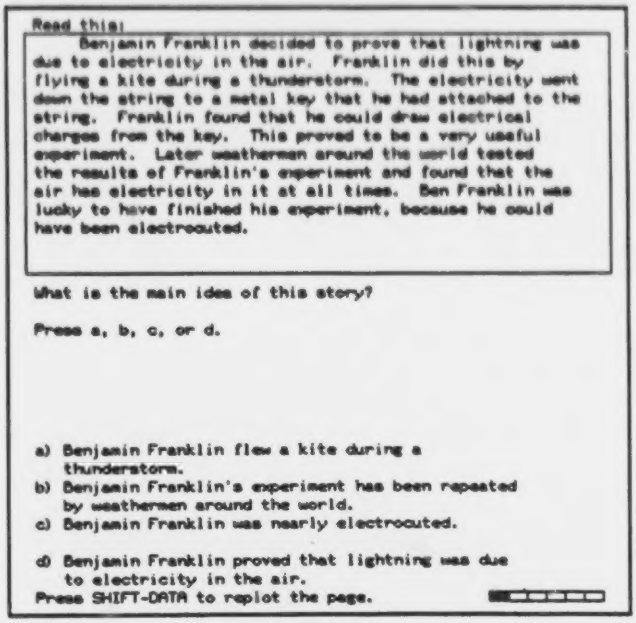
You get $25 to bet on ONE choice.

Press the letter of the choice that tells what the story is about. (Press a, b, c or d). ❯ c RIGHT!

NEXT

a) Robert Landsburg was a famous photographer who took pictures of Mount St. Helens.	-	10	0	0
b) Robert Landsburg had never seen a volcano erupt until Mount St. Helens erupted.	-	0	0	0
➔c) Robert Landsburg died taking pictures of the Mount St. Helens eruption.	-	0	10	2
d) Robert Landsburg enjoyed studying volcanoes like Mount St. Helens.	-	0	0	0

Figure 1-b



Read this:

Benjamin Franklin decided to prove that lightning was due to electricity in the air. Franklin did this by flying a kite during a thunderstorm. The electricity went down the string to a metal key that he had attached to the string. Franklin found that he could draw electrical charges from the key. This proved to be a very useful experiment. Later weathermen around the world tested the results of Franklin's experiment and found that the air has electricity in it at all times. Ben Franklin was lucky to have finished his experiment, because he could have been electrocuted.

What is the main idea of this story?

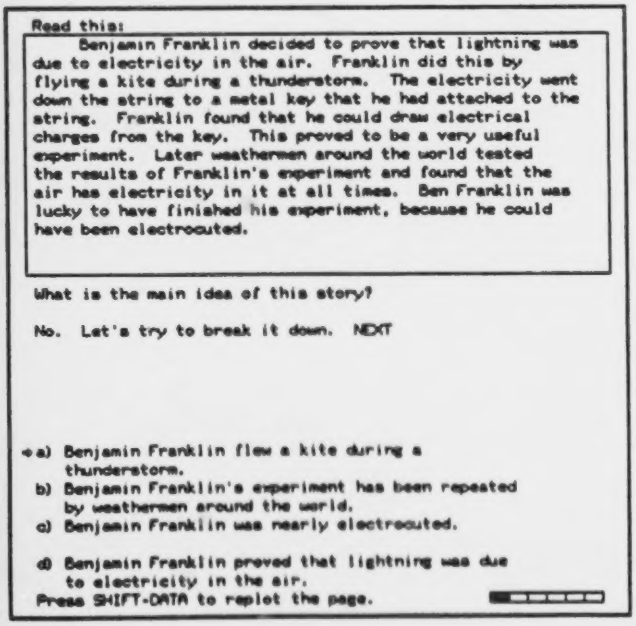
Press a, b, c, or d.

a) Benjamin Franklin flew a kite during a thunderstorm.
b) Benjamin Franklin's experiment has been repeated by weathermen around the world.
c) Benjamin Franklin was nearly electrocuted.

d) Benjamin Franklin proved that lightning was due to electricity in the air.

Press SHIFT-DATA to replot the page.

Figure 2-a



Read this:

Benjamin Franklin decided to prove that lightning was due to electricity in the air. Franklin did this by flying a kite during a thunderstorm. The electricity went down the string to a metal key that he had attached to the string. Franklin found that he could draw electrical charges from the key. This proved to be a very useful experiment. Later weathermen around the world tested the results of Franklin's experiment and found that the air has electricity in it at all times. Ben Franklin was lucky to have finished his experiment, because he could have been electrocuted.

What is the main idea of this story?

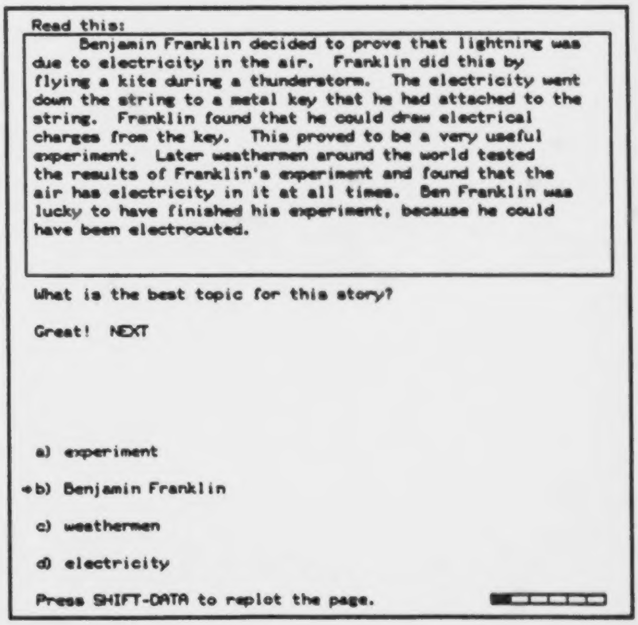
No. Let's try to break it down. NEXT

→a) Benjamin Franklin flew a kite during a thunderstorm.
b) Benjamin Franklin's experiment has been repeated by weathermen around the world.
c) Benjamin Franklin was nearly electrocuted.

d) Benjamin Franklin proved that lightning was due to electricity in the air.

Press SHIFT-DATA to replot the page.

Figure 2-b



Read this:

Benjamin Franklin decided to prove that lightning was due to electricity in the air. Franklin did this by flying a kite during a thunderstorm. The electricity went down the string to a metal key that he had attached to the string. Franklin found that he could draw electrical charges from the key. This proved to be a very useful experiment. Later weathermen around the world tested the results of Franklin's experiment and found that the air has electricity in it at all times. Ben Franklin was lucky to have finished his experiment, because he could have been electrocuted.

What is the best topic for this story?

Great! NEXT

a) experiment

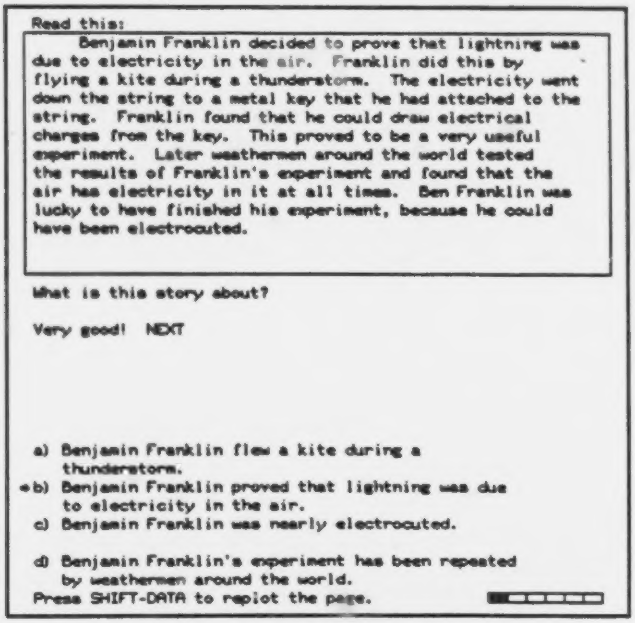
→b) Benjamin Franklin

c) weathermen

d) electricity

Press SHIFT-DATA to replot the page.

Figure 2-c



Read this:

Benjamin Franklin decided to prove that lightning was due to electricity in the air. Franklin did this by flying a kite during a thunderstorm. The electricity went down the string to a metal key that he had attached to the string. Franklin found that he could draw electrical charges from the key. This proved to be a very useful experiment. Later weathermen around the world tested the results of Franklin's experiment and found that the air has electricity in it at all times. Ben Franklin was lucky to have finished his experiment, because he could have been electrocuted.

What is this story about?

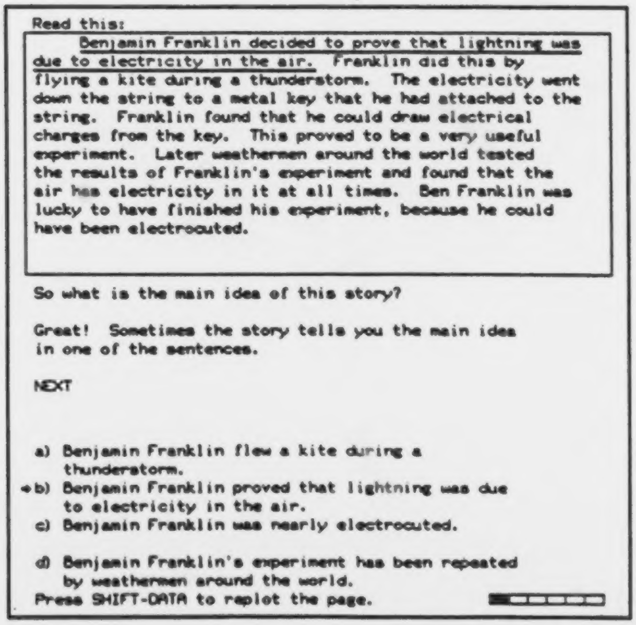
Very good! NEXT

a) Benjamin Franklin flew a kite during a thunderstorm.
→b) Benjamin Franklin proved that lightning was due to electricity in the air.
c) Benjamin Franklin was nearly electrocuted.

d) Benjamin Franklin's experiment has been repeated by weathermen around the world.

Press SHIFT-DATA to replot the page.

Figure 2-d



Read this:

Benjamin Franklin decided to prove that lightning was due to electricity in the air. Franklin did this by flying a kite during a thunderstorm. The electricity went down the string to a metal key that he had attached to the string. Franklin found that he could draw electrical charges from the key. This proved to be a very useful experiment. Later weathermen around the world tested the results of Franklin's experiment and found that the air has electricity in it at all times. Ben Franklin was lucky to have finished his experiment, because he could have been electrocuted.

So what is the main idea of this story?

Great! Sometimes the story tells you the main idea in one of the sentences.

NEXT

a) Benjamin Franklin flew a kite during a thunderstorm.
→b) Benjamin Franklin proved that lightning was due to electricity in the air.
c) Benjamin Franklin was nearly electrocuted.

d) Benjamin Franklin's experiment has been repeated by weathermen around the world.

Press SHIFT-DATA to replot the page.

Figure 2-e

Lesson Finding the Main Idea: Lesson 19

File *mainidea*

Authors
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Objectives

- To select from four alternatives the sentence that best describes the main idea of a passage.
- To build vocabulary.
- To infer from previous reading the meaning of words and phrases.

Description

In this six-part lesson, students complete six items by selecting from four sentences the one sentence that best describes the main idea of a passage. The content and vocabulary of the lesson's passages are more complex than in previous lessons. Teacher may wish to review them before assignment.

Main idea question. Finding the sentence that best describes the main idea of a passage. Students read an entire passage and select from four sentence choices to answer, "What is the main idea of this paragraph?" or "What is told in this paragraph?" or "What is the theme of this story?" or "What is the main idea of this passage?" or "What is the theme of this paragraph?"

Two of the lesson's six items (Items 1 and 3) are slightly different from the other four. The remaining items follow the same procedure established in *Finding the Main Idea*, Lessons 16-18.

In Item 1, students read an entire passage and answer, "What is the main idea of this paragraph?" by selecting one of four sentences. Then, they read the message: "Now you know the main idea of the paragraph. So what is the summary of the paragraph?" and students again select from four alternatives.

In Item 3, students proceed as in Item 1, and when they select the correct response to the question, see a message: "Very good! Sometimes the passage tells you the main idea in one of the sentences." Then, students see the sentence underlined in the passage above (see Figure 1).

Sentences best describing the main ideas of the passages are:

Item 1: Erosion caused by heavy rains makes streams muddy with silt (see Figure 2).

Item 2: Jackie saw a tornado on her way home from work.

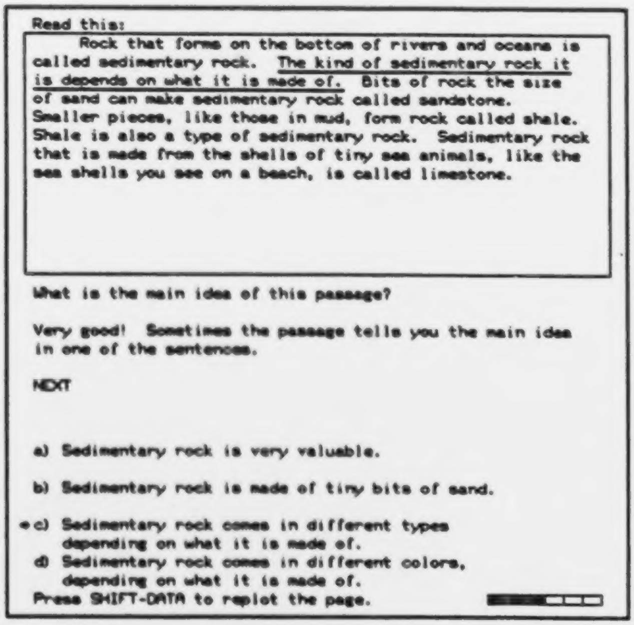
Item 3: Sedimentary rock comes in different types depending on what it is made of.

Item 4: Hurricane Agnes caused a lot of damage by flooding.

Item 5: Satellite pictures of the earth's atmosphere help predict the weather.

Item 6: Oceans have a great effect on the weather.

Interaction	• Boxes in a progress bar at the bottom of the screen fill as each item is completed correctly. If students miss an item, the progress bar does not fill in, and they are required to complete a different item. If they miss that item, they are taken through a breakdown of the passage and a series of questions that should lead them to the correct answer. Then, the progress bar will fill in, and students may continue to work in the lesson.
Offline Materials	SRA Reading Lab IIIa: SRA Rate Builders (Tan Level) and SRA Power Builders (Gold Level)
Intended Audience	Adolescents and adults
Completion Time	60 minutes (self-paced)
Associated Lessons	Finding the Main Idea, Lessons 1-20



Read this:

Rock that forms on the bottom of rivers and oceans is called sedimentary rock. The kind of sedimentary rock it is depends on what it is made of. Bits of rock the size of sand can make sedimentary rock called sandstone. Smaller pieces, like those in mud, form rock called shale. Shale is also a type of sedimentary rock. Sedimentary rock that is made from the shells of tiny sea animals, like the sea shells you see on a beach, is called limestone.

What is the main idea of this passage?

Very good! Sometimes the passage tells you the main idea in one of the sentences.

NEXT

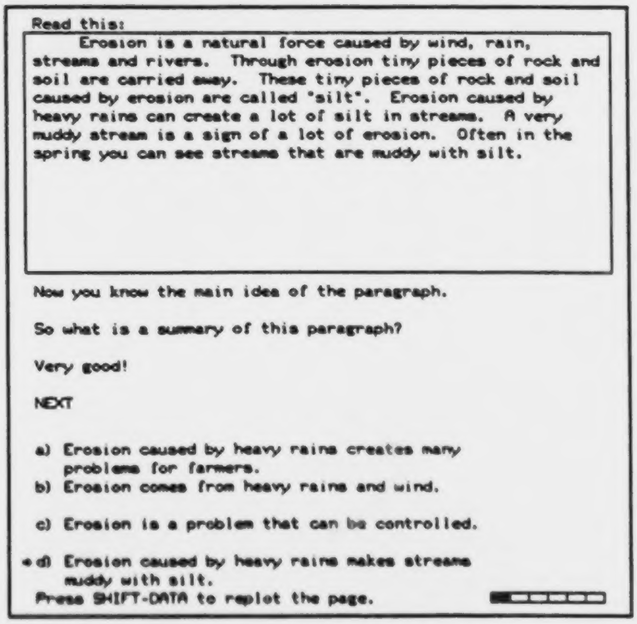
a) Sedimentary rock is very valuable.

b) Sedimentary rock is made of tiny bits of sand.

▸c) Sedimentary rock comes in different types depending on what it is made of.
d) Sedimentary rock comes in different colors, depending on what it is made of.

Press SHIFT-DATA to replot the page.

Figure 1



Read this:

Erosion is a natural force caused by wind, rain, streams and rivers. Through erosion tiny pieces of rock and soil are carried away. These tiny pieces of rock and soil caused by erosion are called "silt". Erosion caused by heavy rains can create a lot of silt in streams. A very muddy stream is a sign of a lot of erosion. Often in the spring you can see streams that are muddy with silt.

Now you know the main idea of the paragraph.

So what is a summary of this paragraph?

Very good!

NEXT

a) Erosion caused by heavy rains creates many problems for farmers.
b) Erosion comes from heavy rains and wind.

c) Erosion is a problem that can be controlled.

▸d) Erosion caused by heavy rains makes streams muddy with silt.

Press SHIFT-DATA to replot the page.

Figure 2

Lesson

Finding the Main Idea: Lesson 20

File *mainidea*

Authors

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Lindsay P. Reichmann
Albert C. Liu
Martin A. Siegel
Robert C. Dixon

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Objectives

- To select from four alternatives the sentence that best describes the main idea of a passage.
- To build vocabulary.
- To infer from previous reading the meaning of words and phrases.

Description

This is the final lesson in the *Finding the Main Idea* series. It is a six-part lesson, in which students encounter six items requiring them to select from four sentences the one sentence that best describes the main idea of the passage. The vocabulary and content of passages in this lesson are advanced, and teachers may wish to review the items before assigning them.

Main idea question. Finding the sentence that best describes the main idea of a passage. Students read an entire passage and select from four sentence choices to answer, "What is the main idea of this passage?" or "What is told in this passage?" or "What is a summary of this paragraph?" or "What is the theme of this passage?"

One of the lesson's six items (Item 1) is slightly different from the other five, which follow procedures established in earlier lessons in the *Finding the Main Idea* series.

In Item 1, students read an entire passage and answer, "What is told in this passage?" by selecting one of four sentences. Then, they read the message: "Now you know the main idea of the paragraph. So what is told in this passage?" and students again select from four alternatives.

Sentences best describing the main ideas of the passages are:

Item 1: Oil is formed from dead plants and animals that are buried under layers of rock (see Figure 1).

Item 2: Air pressure is a measure of the air's weight.

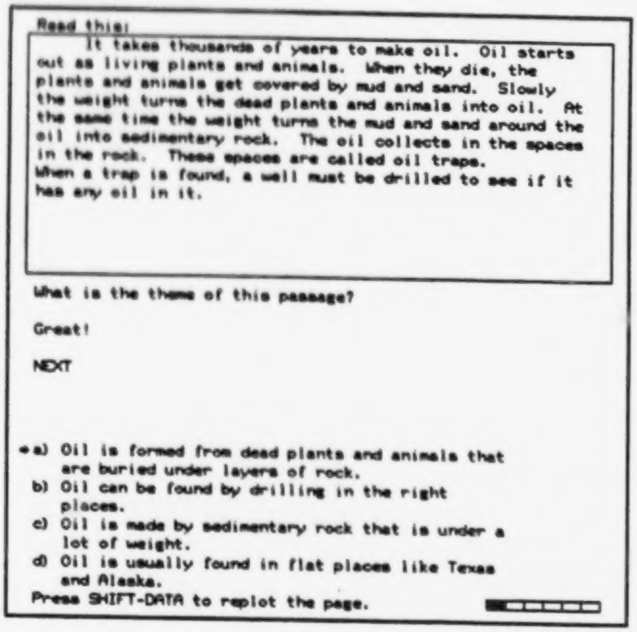
Item 3: Volcanoes let off the earth's pressure along weak spots in the earth's crust (see Figure 2).

Item 4: Plants and animals were killed by the eruption of Mount St. Helen's, but they are returning.

Item 5: Barometers measure the air pressure, which helps to predict the weather.

Item 6: Mount St. Helen's gave some warning and then erupted.

Interaction	• Boxes in a progress bar at the bottom of the screen fill as each item is completed correctly. If students miss an item, the progress bar does not fill in, and they are required to complete a different item. If they miss that item, they are taken through a breakdown of the passage and a series of questions that should lead them to the correct answer. Then, the progress bar will fill in, and students may continue to work in the lesson.
Offline Materials	SRA Reading Lab IIIa: SRA Rate Builders (Tan Level) and SRA Power Builders (Gold Level)
Intended Audience	Adolescents and adults
Completion Time	60 minutes (self-paced)
Associated Lessons	Finding the Main Idea, Lessons 1-20



Read this:

It takes thousands of years to make oil. Oil starts out as living plants and animals. When they die, the plants and animals get covered by mud and sand. Slowly the weight turns the dead plants and animals into oil. At the same time the weight turns the mud and sand around the oil into sedimentary rock. The oil collects in the spaces in the rock. These spaces are called oil traps.
When a trap is found, a well must be drilled to see if it has any oil in it.

What is the theme of this passage?

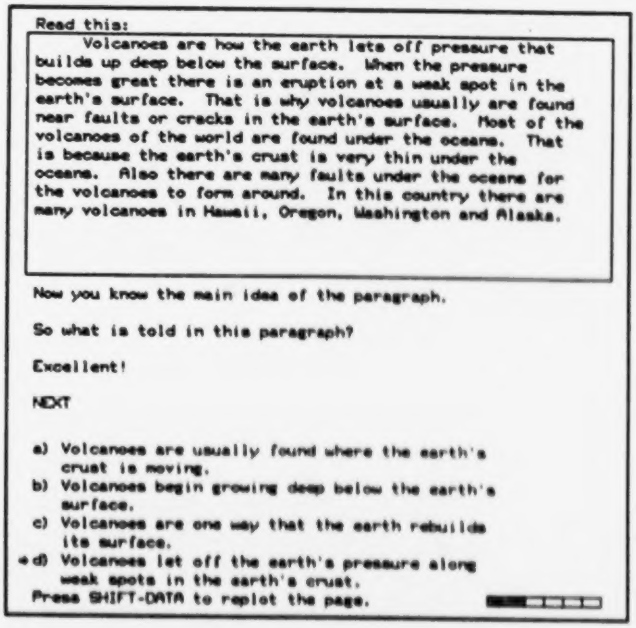
Great!

NEXT

→a) Oil is formed from dead plants and animals that are buried under layers of rock.
b) Oil can be found by drilling in the right places.
c) Oil is made by sedimentary rock that is under a lot of weight.
d) Oil is usually found in flat places like Texas and Alaska.

Press SHIFT-DATA to replot the page.

Figure 1



Read this:

Volcanoes are how the earth lets off pressure that builds up deep below the surface. When the pressure becomes great there is an eruption at a weak spot in the earth's surface. That is why volcanoes usually are found near faults or cracks in the earth's surface. Most of the volcanoes of the world are found under the oceans. That is because the earth's crust is very thin under the oceans. Also there are many faults under the oceans for the volcanoes to form around. In this country there are many volcanoes in Hawaii, Oregon, Washington and Alaska.

Now you know the main idea of the paragraph.

So what is told in this paragraph?

Excellent!

NEXT

a) Volcanoes are usually found where the earth's crust is moving.
b) Volcanoes begin growing deep below the earth's surface.
c) Volcanoes are one way that the earth rebuilds its surface.
→d) Volcanoes let off the earth's pressure along weak spots in the earth's crust.

Press SHIFT-DATA to replot the page.

Figure 2

APPENDIX A

Alphabetical List of Files

Used in

Instructor's Guide
to the
CCA Basic Skills Reading Comprehension Curriculum

File Name	Page Number
mainidea	17, 21, 41, 45, 67, 70, 74, 94, 98, 101, 119, 122, 125, 146, 150 169, 172, 191, 196, 199
pacer01	14
pacer02	35
pacer03	38
pacer04	64
pacer05	88
pacer06	91
pacer07	115
pacer08	140
pacer09	143
pacer10	165
pacer11	167
pacer12	185
pacer13	188
reading1	2, 6, 10, 26, 30
reading2	51, 55, 59, 80, 84
reading3	106, 109, 112, 131, 135
reading4	155, 158, 161, 177, 181